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ABSTRACT

As part of the test development process, this technical report is intended to present technical information from the tryout and pilot stages of the Michigan High School Proficiency Test (HSPT) in Communication Arts: Writing. There are four major parts to this report. Part 1, Evolution of the HSPT in Communication Arts: Writing, introduces the purpose, the legislation, and the committees involved in the test development. Development of the writing assessment framework and the framework structures is briefly described in this part. Part 2 provides an overview of the exercise development of the test. Part 3 summarizes the process used in sampling, the tryout design, the rating process for constructed-response questions, reader reliability, test statistics and analyses, and other technical issues for the HSPT in Communication Arts: Writing tryout and pilot administrations. Summary results from student and teacher surveys conducted during the tryout stage are included in Part 4. Appendixes contain lists of committee members; expert panel recommendations; holistic scorepoint descriptions; tryout and pilot statistics; survey instruments; and survey results. (RS)

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Michigan High School Proficiency Test in Communication Arts: Writing Tryout and Pilot Technical Report

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Introduction

As part of the test development process, this technical report is intended to present technical information from the tryout and pilot stages of the Michigan High School Proficiency Test (HSPT) in Communication Arts: Writing. There are four major parts to this report. Part 1, Evolution of the HSPT in Communication Arts: Writing, introduces the purpose, the legislation, and the committees involved in the test development. Development of the writing assessment framework and the framework structures is briefly described in this part. Part 2 provides an overview of the exercise development of the test. Part 3 summarizes the process used in sampling, the tryout design, the rating process for constructed-response questions, reader reliability, test statistics and analyses, and other technical issues for the HSPT in Communication Arts: Writing tryout and pilot administrations. Summary results from student and teacher surveys conducted during the tryout stage are included in Part 4. The relevant data tables are furnished in the appendices. Operational technical reports will follow a similar format.

1. Evolution of the HSPT in Communication Arts: Writing

The Purpose of the Michigan High School Proficiency Test

As required by law, The Michigan High School Proficiency Test (HSPT) was developed to provide students with an opportunity to earn state endorsement of the local diploma. Public Art 118 (P.A. 118) of 1991, Section 104(a)(subsection 7) of the School Aid Act states:

Not later than July 31, 1993, the department shall develop and the state shall approve assessment instruments to determine pupil proficiency in communication arts, mathematics, science and other subject areas specified by the state board. The assessment instruments shall be based on the state board model core curriculum outcomes. Beginning with graduating class of 1997, a pupil shall not receive a high school diploma unless the pupil achieves passing scores on the assessment instruments developed under this section.

The legislation initiating the development of the HSPT was introduced to respond to educators' and employers' concern that Michigan students were leaving high school without the knowledge and skills necessary to lead productive lives. Additionally, the high school diploma was awarded on the basis of local requirements. There was no consistency from school to school, nor were there, with the exception of one semester's instruction in civics, state requirements for receiving a high school diploma. The HSPT provides a consistent measure of what students should know and be able to do at the end of the tenth grade in Michigan schools.

The Expert Panel

The Expert Panel on the Michigan High School Graduation Test was convened to advise the Michigan State Board of Education on important issues surrounding the high school proficiency examination enacted by P.A. 118 of 1991. The panel consisted of national experts with first-hand knowledge and experience in large scale testing programs (see Appendix A for list of Expert Panel members).

The Expert Panel met over three days in February and March of 1992 to examine the educational, technical, legal, fiscal and logistical issues relating to competency testing and the steps to be taken in the implementation of P.A. 118. Its report "Issues and Recommendations Regarding Implementation of the Michigan High School Graduation Tests" was issued in April of 1992. The

report included 51 recommendations and rationale for each of the recommendations (see Appendix A).

Legislation Change

Between the issuance of the Expert Panel Report and the development of the Assessment Frameworks for each of the content areas tested by the HSPT, new legislation was passed which dramatically changed the intent of the test. Whereas P.A. 118 had stated that the awarding and denying of high school diplomas would be determined by HSPT scores, Public Act 335 of 1993 softened the intent of the test. P.A. 335, Section 1279 states that the HSPT would be used to award state endorsements of the local high school diploma:

Beginning with pupils scheduled to graduate in 1997, if a pupil achieves the academic outcomes required by the state board, as measured by an assessment instrument developed under subsection (8), for a state-endorsed high school diploma in 1 or more of the subject areas of communications skills, mathematics, science, and, beginning with pupils scheduled to graduate in 1999, social studies, the pupil's school district shall award a state endorsement on the pupil's diploma in each of the subject areas in which the pupil demonstrated the required proficiency. A school district shall not award a state endorsement to a pupil unless the pupil meets the applicable requirements for the endorsement, as described in this subsection. A school district may award a high school diploma to a pupil who successfully completes local district requirements established in accordance with state law for high school graduation, regardless of whether the pupil is eligible for any state endorsement... The assessment instruments shall be based on the state board model core academic curriculum outcomes...

The change in the law also changed the context in which the Expert Panel Recommendations were considered in the development of the HSPT. In addition to the Expert Panel Report, several policy decisions and subsequent policy actions shaped the development of the HSPT from the onset.

- The HSPT would align with the Michigan Model Core Curriculum Outcomes (State Board of Education, 1991), broad outcomes to be achieved by all students as a result of their school experiences. Fundamental to the Model Core Curriculum is the belief that the ultimate purpose of education is to permit each individual student to reach his or her optimum potential, to lead a productive and satisfying life (The Common Goals of Michigan Education, 1980).
- The HSPT would establish high expectations for all students.
- The HSPT would focus on the application of knowledge, problem solving and critical thinking.
- The HSPT would assess what students should know and be able to do by the end of tenth grade.
- Recognizing that what gets tested, gets taught, the HSPT would, to the extent possible in large scale assessment, model good instructional practice.

Students earning proficient scores on the Michigan High School Proficiency Test in mathematics, science, writing and reading earn the state endorsement of the local diploma in mathematics, science and communication arts.

Table 1 and Figure 1 show the timeline and the process used by the Michigan Department of Education, Michigan Educational Assessment Program (MEAP) for the development of the HSPT.

Figure 1. HSPT Development Process

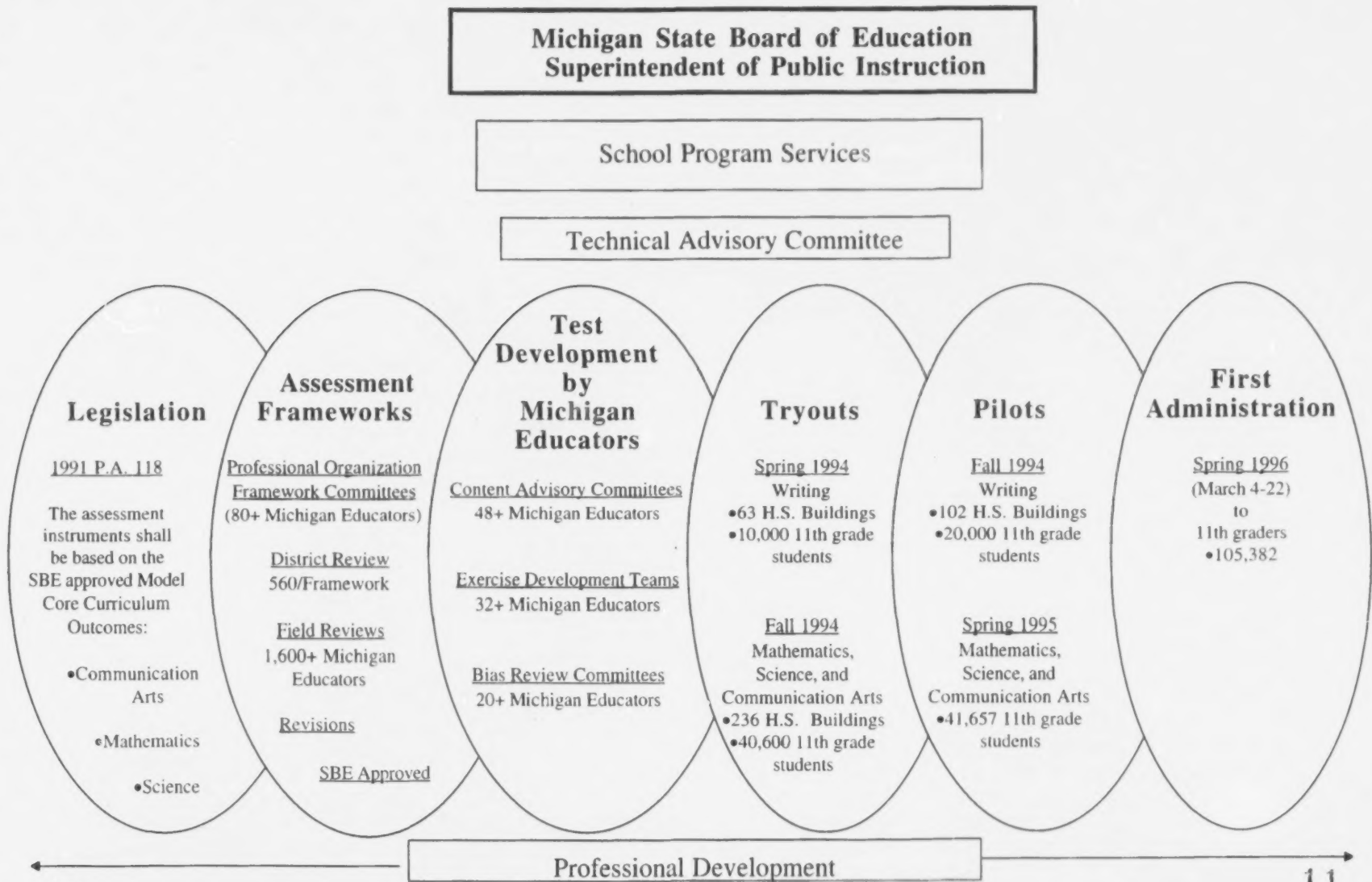


Table 1. HSPT Development Timeline

High School Proficiency Test Timeline 1992-1997 Mathematics, Science, Reading, Writing	
1992-1993	Define Test Frameworks
November 2, 1992	Met with MRA, MSTA, MCTM and MCTE to discuss Frameworks development
January 8, 1993	Proposals to Michigan Department of Education
February, 1993	Input: Preliminary Field Review by Professional Organizations
March 31, 1993	Frameworks due to Michigan Department of Education
April 21, 1993	Michigan State Board of Education receives Frameworks
April 22 - May 31, 1993	Field Review and Comments
Summer, 1993	State Board of Education Approves Frameworks
1993, 1994, 1995	Test Development
Summer 1993 November 1993 January 1994	Issued RFPs Item/Exercise Development-Writing Test Item/Exercise Development-Mathematics, Science, Reading
April 1994	Tryouts-Writing Scoring, Analysis and Revision
November 1994 November 1994 April 1995	Pilots-Writing Scoring and Analysis Tryouts-Mathematics, Science, Reading Scoring, Analysis and Revision Scoring, Analysis
1996-97	Test Administration Timeline
Spring 1996	Test Administration
Fall 1996	Retest
Spring 1997	Test/Retest Award Endorsements Based Upon Results

Developing the Assessment Framework to Guide the Development of the HSPT in Communication Arts: Writing

In 1985, the Michigan State Board of Education adopted the Michigan Essential Goals and Objectives for Writing. Michigan law, Public Act 25, requires that the Model Core Curriculum Outcomes and the Michigan Essential Goals and Objectives serve as the curriculum foundation for the HSPT. Both of these documents provide the basis for the framework. The Assessment Framework for the Michigan High School Proficiency Test in Communication Arts: Writing was developed by the Michigan Council of Teachers of English (MCTE) under contract with the Michigan Department of Education. The Framework Committee consisted of Michigan classroom teachers, curriculum coordinators, composition specialists, school administrators, testing specialists, and teacher educators. Michigan Department of Education staff assisted in the framework development. A broad representation of Michigan's diverse population was involved with the project.

On April 21, 1993 the Michigan State Board of Education received the Framework developed by MCTE and authorized it to be disseminated by the Superintendent of Public Instruction for field review and comment. The Framework represents the initial work done by MCTE with revision by the Michigan Department of Education based upon review and comments.

The Framework describes the writing students can be expected to do, the assessment plan for the exam, and task specifications for testing writing. It was prepared with a wider audience in mind, specifically Michigan's classroom teachers and administrators whose students are tested with the HSPT.

Based on the descriptions of the Core Curriculum and Essential Goals and Objectives for Writing, the working definition of writing for this document is as follows:

W R I T I N G is

reflecting and exploring ideas and feelings;

creating knowledge and meaning;

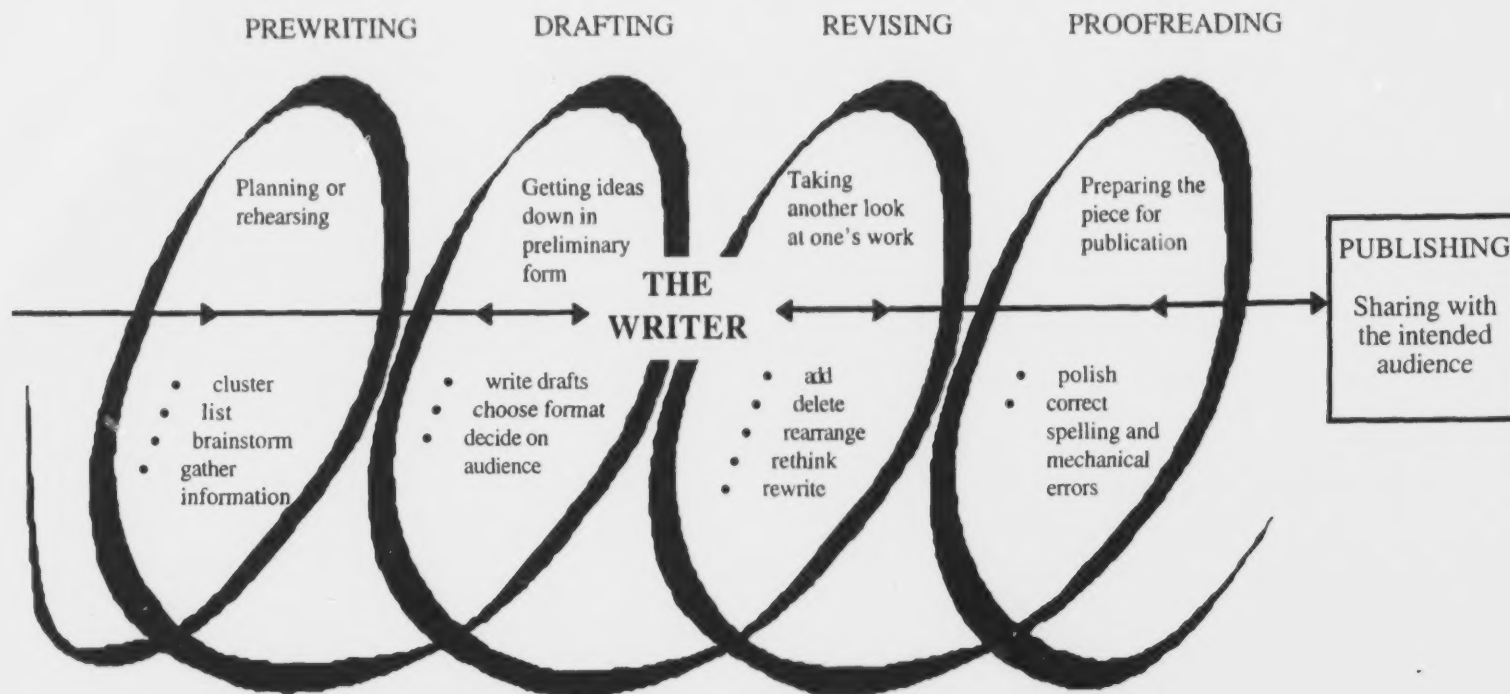
communicating ideas; and

validating learning.

The Assessment Framework for the HSPT in Communication Arts: Writing was based upon the assumptions that:

- writing assessment should reflect the recursive nature of writing as process and the parts of the process that lead to finished written products: prewriting, drafting, revising; proofreading and publishing (see figure 2);
- writing can only be assessed by asking writers to compose actual text; and
- writing is important in all subject areas, not just in English language arts classes.

Figure 2. Writing As Process



Prepared for the Michigan High School Proficiency Test Framework by the
Michigan Council of Teachers of English (1993)

Committees Involved in the Development of the Michigan High School Proficiency Test (HSPT)

The Technical Advisory Committee (TAC)

After the Expert Panel submitted its recommendations for implementing the HSPT, a subset of six core panel members was selected to form the Technical Advisory Committee (TAC) to serve in an advisory capacity during test development and implementation. Additional membership has been determined on an ad hoc basis as needed for particular expertise. The TAC has met with Michigan Educational Assessment Program (MEAP) staff four times or more a year to provide continuous advice on technical, policy and legal issues related to the MEAP tests.

Prior to the first meeting, each TAC member received executive summaries of the assessment frameworks in mathematics, science, reading and writing; and portions of the proposal submitted by ACT, the vendor chosen to coordinate item development for writing. The TAC played an active role throughout test development and standard setting: shaping and reviewing plans, advising staff on the appropriate analyses to require of the contractor and reviewing analyses provided. The TAC has been intimately involved in the program at every step and continues to be involved.

The Exercise Development Team (EDT)

The Exercise Development Team for Writing was made up of seven Michigan teachers who were nominated by MDE Curriculum and MEAP staff. Members of the EDT signed a contract before item writing began. All members received item writing training from ACT. The primary responsibilities of the EDT were to develop prompts, identify stimulus materials and develop scoring rubrics for all tryout and pilot forms. More information about exercise development for the HSPT is contained in a later section of this manual.

The Content Advisory Committee (CAC)

The Content Advisory Committee for Writing was responsible for the integrity of the HSPT in Communication Arts: Writing. The CAC reviewed each test item to ensure that it was appropriately related to the Model Core Curriculum Outcomes (1991) and the Michigan Essential Goals and Objectives for Writing (1985), as set out in the legislation. Both of these documents were approved by the State Board of Education and disseminated to school districts well in advance of the first administration of the HSPT in the spring of 1996. Items were evaluated for consistency with the criteria set out in the Assessment Framework and appropriateness for measuring proficiency in writing for all students by the end of tenth grade. The CAC reviewed every test form to check for a reasonable distribution of item difficulty and for an adequate sample of the content area. Items were rejected or revised based upon decisions made by the Content Advisory Committee.

The CAC for Writing was originally made up of thirteen members including high school and middle school classroom teachers, district and school writing department chairpersons, and college writing instructors.

The Bias Review Committee (BRC)

The Bias Review Committee for Writing was comprised of six members from Michigan universities and local school districts. School district personnel ranged from administrators to content area consultants and to classroom teachers. BRC members reviewed every HSPT test item for possible bias to gender, racial or ethnic groups; religious groups; socioeconomic groups; persons with disabilities; older persons; and for regional concerns. In instances where the BRC observed bias, the BRC was responsible for providing suggestions that made the test material as bias-free as possible, but did not distort or interfere with test content.

Lists of members of the above committees are in Appendix A.

2. Exercise Development for the HSPT in Communication Arts: Writing

A major portion of the work in the Michigan Educational Assessment Program has been done contractually. Through the Office of Purchasing, Department of Budget and Management, the Department of Education issues a Request for Proposals (RFP) describing the Department's testing requirements. The successful bidder must meet both quality and cost criteria as part of the evaluation process.

In order to meet the tight timeline required by legislation for development of the HSPT, ACT Inc. (hereafter ACT) was hired to coordinate the exercise development process for the HSPT in Communication Arts: Writing. ACT has years of experience in test development for national achievement tests, including writing tests. For the HSPT, with direction from MDE Curriculum and MEAP staff, ACT provided training for the Exercise Development Team (EDT) and facilitated the EDT meetings. In addition, ACT developed the initial writing item bank and test forms and ran item analyses on the tryout and pilot tests, including scoring. The ACT contract ran through the initial pilot process.

ACT staff worked with MDE staff and the EDT to make final determinations of the content to be assessed, to finalize the process to be used to develop and review materials, and to draft, review, refine and finalize all prompts, administration manuals and scoring rubrics.

During the first session of the EDT on November 15, 1993, members were trained in prompt writing. At this time it was decided that the assessment would be comprised of three parts. Members brainstormed possible themes and generated a number of prompts for Part 1. Prior to the second round of meetings, members were asked to write prompts for Parts 2 and 3.

At the second round of meetings, prompts and stimulus materials for all parts of the writing assessment were reviewed and decisions were made about which prompts would yield the best writing from students. Committee members discussed the scoring rubrics and administrative directions for the assessment. Participants were asked to submit prompts for review and revision by ACT writing test specialists in preparation for the Bias Review Committee.

The CAC and the BRC met in January, 1994 to review the work of the EDT. ACT supplied reviewers with all necessary materials for review, including the prompts and score point descriptions. The two groups made suggestions for improvements and achieved consensus on which prompts should be used for the tryout administration.

General Specifications for the HSPT in Communication Arts: Writing

Following are the general test specifications for each of the three parts of the HSPT in Communication Arts: Writing.

Part 1: Reflecting/Reporting

Part 1 asks students to select two pieces of writing (perhaps from their portfolios) that best demonstrate that they are proficient writers to bring with them to the testing situation. Students are then asked to respond to a specified question about their own writing.

- These pieces should have been written either during the school year in which the proficiency test is taken or during the previous school year.
- Only one of the two pieces should be from an English or composition class; one or both may be from another curriculum area/class.

- These pieces may be typed or handwritten and should together consist of a minimum of two pages and a maximum of ten total pages.
- Students can choose pieces in any appropriate text format, including poetry (at least twenty-five lines), satire, editorials, and parodies.
- These pieces should not include any grades, comments, or markings made by teachers or peers.
- For each piece selected, the teacher in whose class the writing was composed should be required to sign, to give the name of the class, and to certify that, to the best of her or his knowledge, the writing is the student's own original composition.¹ For example,

This paper was written for _____ (name of class) _____. I
certify that, to the best of my knowledge, this writing is the
original work of this student.

_____ (signature of teacher) _____

- Only when students present the two selected pieces of previous writing should they be permitted to take the remaining portions of the HSPT in Communication Arts: Writing.

Task Specifications:

- This task should be written without consultation with peers.
- At least 30 minutes should be provided for students to respond to this task.
- It should not be written on the same day as Part 2 or 3.
- It should be scored as single-draft writing.
- The prompt for this part could ask students to write about their own writing and thinking processes in general and/or specifically about how one or both of the pieces in Part 1 were written.

Part 2: Communicating Meaning: Impromptu

Students are provided a topic and some brief materials, such as questions, proverbs, cartoons, and photographs related to that topic. These materials are intended to engage students from a variety of backgrounds and enable them to spark prior knowledge and experiences. All materials must be actual works, not summaries or passages converted for the test.

Task Specifications:

- This task should be completed in 20 minutes.
- Following the reading and/or viewing of the brief selections, students should be asked to write a response to the theme or to the material read and/or viewed.

¹ This requirement was dropped before the HSPT in Communication Arts: Writing became operational.

- The response may be unpolished and exploratory, and will be scored as single-draft writing.
- Students should discuss in small or large groups the material read and/or viewed and their responses in preparation for Part 3. Students could be given a few questions to serve as discussion starters, if needed.

Part 3. Communicating Meaning: Extended

Part 2 is a warm-up for Part 3. Part 3 asks students to respond to a topic that is connected in some way to the topic in Part 2.

Task Specifications:

- This task should be completed in 110 minutes.
- In order to standardize the testing conditions across the state, test monitors (preferably English classroom teachers) are provided a "script" in the Administration Manual which gives directions throughout the testing period.
- Students have access to dictionaries, thesauri, i.e., normal classroom resource materials.
- The writing produced in this task may be first- or second-draft writing but may not be as extensively revised, edited or proofread as it would if written in an untimed setting.

Prompt Specifications for Part 3 Writing Task:

- The prompt should be engaging to students, regardless of gender, socioeconomic, or cultural background.
- It should elicit compositions in which students take a position and support it with convincing evidence.
- It should suggest that students write for a general or respected adult audience.
- It should provide students with considerable choice in how the writer approaches the topic and in writing format.
- It should encourage students to write an extended response.
- Its directions should remind students to support their positions with evidence which can be taken from a variety of sources, but it should not ask students to summarize, analyze, or otherwise reproduce ideas from the items read or viewed on Part 2.
- Its directions should encourage students to prewrite, draft, revise, edit and proofread.
- Its printed directions should include the scoring guide and scoring scale for students' reference.

3. HSPT in Communication Arts: Writing Tryout and Pilot

After the Exercise Development Teams completed items for each content area to be tested on the HSPT, the Content Advisory Committees and the Bias Review Committee reviewed all items. Tryouts were scheduled for the items that survived this initial committee review. Statistical data from the tryouts and pilots are part of the information used to determine which items merit further consideration for use on "live" or operational tests. In addition, participating teachers are asked to return comment sheets describing problems with the directions and/or items and noting administration details, such as the amount of time it took the majority of students to complete the test. Comments from teachers are particularly helpful in making decisions about items and test forms.

Sample Design and Characteristics

Data from the tryout and pilot administrations were obtained from a sample intended to be representative of high school students enrolled in tenth or eleventh grade in both private and public schools across the State of Michigan. Data from the samples were used for trying out the prompts and establishing the score scale.

Tryout Sample Characteristics

Data for the HSPT in Communication Arts: Writing tryout and pilot were collected using the same procedures. To ensure representativeness, cluster sampling combined with stratification was used to sample from Michigan public schools. The stratum refers to the geographic region and student population size (see Appendix A for stratum classifications). Schools participating in the tryouts were randomly sampled from each stratum roughly proportional to the population proportions. A description of the gender and ethnic characteristics of the tryout sample by region are presented in Tables 2-5 (Appendix B).

In anticipation that some schools would not participate in this study, many more schools were invited to participate than were required to achieve the targeted precision. During the recruitment, the number of participating schools in each stratum was carefully monitored so as to maintain the representativeness of the sample with respect to the stratification variables.

Schools were asked to include all tenth and eleventh grade classes where writing was taught. A two-week administration window was provided to schools. Classroom teachers were asked to administer the test. Makeup testing for students who were absent was strongly encouraged.

Nonparticipation. One type of nonparticipation in this test development was among schools; not every school invited to participate did so. Attempts were made to choose the replacement schools from the same strata as the schools they were replacing so that the obtained sample would be representative with respect to the stratification variables. A second type of nonparticipation was among students within a participating school. Each writing assessment form was made up of three parts. The most common student non-response was failure to supply the two portfolio pieces necessary to complete the first part. Data for examinees who did not participate in all three parts of the writing test were not used in the analyses. Examinees with problematic records were also excluded from data analyses (e.g., grade level and/or test form not determinable, zero or missing writing assessment scores).

Tryout Administration

After successful completion of the committee review process, ACT packaged the prompts into forms and printed an appropriate number of forms for the tryout administration. Materials for the tryout included examinee test booklets, administrators' manuals and examinee answer documents. Participating schools tested between mid-March and mid-April. The number of students taking each part of each form is displayed in Table 6 below.

Table 6: Number of Students Taking Each Tryout Form

Form	Part 1	Part 2	Part 3
01C	361	493	450
02C	286	602	572
03C	200	342	322
04C	282	456	379
05C	459	652	582
06C	346	602	567
07C	438	498	289
08C	370	715	689
09C	282	594	534
10C	449	745	675
TOTAL	3473	5699	5059

Numerous calls were fielded during the tryout administration, primarily expressing concern or asking for clarification about the time limits; the complexity of the distribution and collection system; and the use of two student booklets (Early Drafts and Final Draft).

Descriptive summaries of the results for each of the three parts of the Writing tryout administration are provided in Tables 7 through 9 (Appendix B). In addition to means and standard deviations for all ten tryout forms, Tables 7 through 9 provide estimates of interrater reliability, the percent of perfect agreement and the percent requiring a third reader. Each student response was scored by two readers. If these scores were not in perfect or adjacent agreement (within one point of each other), the assigned scores were resolved by a third reader. This situation rarely occurred. The two scores assigned by the original readers were compared in order to determine how closely different readers agreed on assigned scores. All data are broken down by form and by prompt.

Table 10 provides the estimated variance components and g-coefficients from the tryout administration. The generalizability study used to collect data for writing involved five variance components: true differences among students in proficient writing as measured by the HSPT (Persons), differences in prompt difficulty (Prompts), differences due to readers on a given prompt (Raters: Prompts), interactions between students and prompts (Persons x Prompts) and interactions between students and readers (within prompts) (Persons x Raters: Prompts).

Table 11 shows the correlations between the three parts of the HSPT in Communication Arts: Writing. The average correlations for all three parts of the tryout were in the .50s, with the highest average correlation occurring between Part 2 and Part 3 (.58).

Tables 12 through 20 (Appendix B) provide score distributions for the total group, by gender and by ethnicity.

Scoring Procedures

ACT staff pulled a random sampling of papers for each prompt from as many different schools as possible. These papers were distributed to range-finding participants to be read and scored before the mass scoring. The purpose of this step was to establish a standard for defining the "range" with sample papers for each score point.

Range-finding was conducted separately for each of the three parts of the writing test. Range finding participants included ACT staff, external consultants, and CAC members. For all prompts, participants discussed and came to consensus on scores for as many range-finder papers as possible. During the process, the scoring rubrics and prompts were carefully considered and some suggestions for modifications were made.

Following range-finding, ACT staff compiled training sets for holistic scoring of the three parts of the test. Materials included base and discussion sets for each prompt, as well as three sets for qualifying the readers. Base sets are sets of scored papers with different ranges of score points. They are used to familiarize scorers at the beginning of training with the scoring process as it has already been applied to actual student work. Discussion sets contained no scores or annotations. They were used for practicing and qualifying. Team leaders then lead the scorers through discussions to resolve any discrepancies in scoring the same set of responses.

Eight table leaders were briefed and introduced to the prompts, rubrics and their various responsibilities in May of 1994. Three separate groups of ACT readers, one for each part of the assessment, were involved in the scoring. The groups included 62 readers and 8 table leaders. Training and qualifying for each part took one and one-half days. MDE staff was present to observe. All holistic scoring was completed by the end of May.

Fifty readers and six table leaders received an additional day of training by ACT staff in analytic scoring of the Part 3 writing samples.

Scores were sent to schools participating in the tryouts by the middle of June, 1994.

Pilot Administration

Based upon review of the tryout administration, ACT worked with MDE staff to refine the scoring guides, scoring strategies and the prompts. Upon completion of an external review process, MDE worked with ACT to compile the forms for the pilot administration. ACT produced and prepared revised prompts for administration during the pilot administration.

The purpose of the pilot administration was to:

- produce six forms of the writing test that could be used interchangeably for the next three years.
- establish a score scale that would incorporate information from all three components of writing. Each component would have been scored by two readers on a four-point scale. If readers disagreed by more than one score point, the writing sample score would be resolved by a third reader.
- establish a score scale so that a cut point could be determined that would be constant across forms.

ACT prepared the test booklets, answer documents, administrator's manuals and all supporting information in preparation of the pilot administration.

Pilot Sample Characteristics

The target population for the pilot sample consisted of students enrolled in eleventh grade in Michigan private and public schools. The overall sampling design followed the same design used in the tryout administration.

Again, many more schools were invited to participate than were required to achieve the targeted precision, and the number of participating schools in each stratum was carefully monitored so as to maintain the representativeness of the sample with respect to the stratification variables.

Schools were asked to test all eleventh grade classes within a three-day administration. Content area classroom teachers were asked to administer the test. For security purposes and in an attempt to minimize exposure of test forms, makeup testing for students who were absent was not encouraged.

Based on the results of the tryout, Parts 1, 2 and 3 were assembled as eight forms and were piloted in December, 1994. The test format included:

Part 1	30 minutes	reflecting
Part 2	40 minutes	stimulus materials/quick write
Part 3	110 minutes	response to prompt

Approximately 17,000 students participated in the pilot overall, with 13,000 students participating in all three parts of the test. Table 21 below lists the number of students participating in the pilot by form. Schools were assigned to a particular group based on average MEAP reading scale scores from the previous year (see Table 22).

Table 21. Number of Students Taking the Writing Pilot by Form

Form	No. of Students
01C	1699
02C	1716
03C	1639
04C	1923
05C	1645
06C	1554
07C	1656
08C	1471
TOTAL	13303*

*Note: The total number here includes students who participated in all three parts of the pilot.

Table 22. Number of Students and Average MEAP Reading Scale Scores for Participating Schools by Form

Form	N	Average MEAP Scale Score*
01C	2580	603.7
02C	2577	603.6
03C	2579	603.6
04C	2583	603.5
05C	2573	603.7
06C	2577	603.4
07C	2580	603.6
08C	2584	603.6
Average	2579	603.6

Note: Numbers reflect the sum of the average scale scores for informational and narrative reading by school, averaged by group taking a form. The data are from the fall of 1993 test administration.

Demographic characteristics of the sample for the pilot administration are presented in Tables 23-26 (Appendix C). These include the grade 11 enrollment of participating schools, the number and size of schools by region and gender and ethnic characteristics by strata.

Equating

Test equating is necessary whenever one of two situations below occurs:

1. The tests are at comparable levels of difficulty and the ability distributions of the examinees taking the tests are similar. This is called "horizontal equating."
2. The tests are at different levels of difficulty and the ability distributions of the examinees are different. This is called "vertical equating."

For HSPT tryouts and pilots, horizontal equating was used because multiple forms were developed for each subject area and administered to randomly equivalent groups in the sample. The purpose of equating is to transform the scores of examinees taking form *X* to equivalent scores in form *Y* so that these scores can be compared to the scores of examinees taking form *Y*.

Each student took one pilot form. Since there were 8 forms and no items overlapped between any two forms, randomly equivalent group equating was used. To avoid exposing all forms in a participating school, forms were divided into eight groups of triplets (Table 27, next page). A school was randomly assigned to take only one group of forms. The forms within each triplet were then spiraled and administered to students within a classroom so that no students sitting next to each other would have the same form. This design permitted the equating of forms between triplets through the assumption of randomly equivalent groups of different participating schools taking the same form, but in different combinations.

Table 27. Pilot Form Composition

Group	Forms		
1	03C	06C	08C
2	02C	04C	08C
3	05C	07C	08C
4	02C	05C	06C
5	01C	02C	03C
6	01C	04C	05C
7	01C	06C	07C
8	03C	04C	07C

Nonparticipation. As with the tryout administration, not every school selected participated in the pilot nor did all students participate within a selected school. Again, many students failed to supply the two portfolio pieces necessary to complete Part 1 of the test and data for students who did not participate in all three parts were not used in the analyses. Examinees with problematic records were also excluded from the analyses (e.g., grade level and/or test form not determinable, zero or missing writing assessment scores).

Analyses of Pilot Test Results

A summary of the results for each of the three parts of the HSPT in Communication Arts: Writing pilot administration is provided in Tables 28–30 (Appendix C). All data are broken down by form. In addition to means and standard deviations, these tables provide estimates of interrater reliability, the percent of perfect agreement and the percent of papers requiring a third reader (% resolved) for each of the eight forms of the pilot.

Tables 31 through 33 (Appendix C) provide the estimated variance components and g-coefficients from the pilot. As same as the tryout. The generalizability study used to collect data for the Writing test involves five variance components: true differences among students in proficient writing as measured by the Proficiency Test (Persons), differences in prompt difficulty (Prompts), differences due to readers on a given prompt (Raters: Prompts), interactions between students and prompts (Persons x Prompts) and interactions between students and readers (within prompts) (Persons x Raters: Prompts).

Table 34 (Appendix C) provides correlations between the three parts of the test within each form. The average correlations between any two of the three parts were between .55 and .57.

Score distributions (Tables 35–43) for the total group, by gender and by ethnicity are also provided in Appendix C.

Recommendations for Scaling and Equating

The following assumptions were made during the completion of these analyses:

- A comparable score scale was desirable across test forms.
- Only a composite score would be "adjusted," where the composite was a weighted sum of the three parts. The composite score would be the reported (reconciled) score.
- It made no difference which form would be used as the base form.
- Data were edited prior to use. For example, poor data, poor test centers, and poor judges would be edited out prior to analyzing the data.
- The pass/fail decisions were based on two holistic ratings per writing sample for each of the three writing samples.
- The ratings were on a four-point scale.
- Analytic ratings were not used for pass/fail decisions.
- Because no examinee was administered two complete forms, there was no way of ascertaining, even after the scores were adjusted, whether certain examinees would perform differently on one form than on another form.
- The comparability results based on readers from the pilot administration would be appropriate for use with readers for the operational administrations. (This assumption is viable only to the extent that the training and scoring procedures used operationally were similar to those used during the pilot.)

Based on the recommendations of the Technical Advisory Committee on May 16, 1995, ACT completed the equating analyses for the HSPT in Communication Arts: Writing for the eight pilot test forms. The procedures included:

- Form 06C was used as the base form, to which all other forms were equated. One form needed to be chosen to serve as the anchor form; Form 06C was chosen because it was a "typical" form (appeared similar to other forms with which it was spiraled).
- The composite score was computed using the 1-1-2 weighting scheme, where the Part 1 score, the Part 2 score and twice the Part 3 score were summed to obtain the composite score. This weighting appeared to be a good compromise between optimizing both statistical and measurement and content considerations.
- A score scale for the composite was set on the base form (Form 06C) by mapping the possible raw composite scores into consecutive integers. This results in a scale that runs from 1 to 25 (half points counted).
- When Forms 01C, 02C, 05C, 07C and 08C were equated to Form 06C using mean equating, the reported scores were on the same scale. That is, a raw score of 4 (e.g., 1 point for Part 1, 1 point for Part 2, 1 point x 2 [weights] for Part 3 = 4 points) on each of these forms is reported as a scale of "1," a 4.5 is reported as a scale score of "2," etc. The unrounded scale scores, those scores that would be used if a form was an anchor in a future equating study with new forms, do differ.

- Because Form 04C was not spiraled in a group with Form 06C, it could not be directly equated. However, 04C was equated to the score scale through Form 01C, and then reported scores were an identity using mean equating.
- When Form 03C was equated to Form 06C, the reported scores were not an identity. This does not mean that there is anything wrong with Form 03C, nor that it could not be put on the score scale using an equating adjustment. It is, however, ACT's recommendation that Forms 01C, 02C, 04C, 05C, 06C, 07C and 08C be considered interchangeable based on the data that were used from the mean equating results.

Pilot Scoring Procedures

The ACT Performance Assessment Scoring Center assumed responsibility for the activities associated with scoring the pilot forms. Scoring guides developed by the EDT and refined by ACT were used.

ACT staff were asked by MDE to pull a random sampling of papers for each prompt for all three parts of the HSPT in Communication Arts: Writing from as many different schools as possible. These papers were distributed to participants to be read and scored in advance of the meeting for range-finding which took place in January of 1995. Participants included ACT staff, external consultants, and CAC members. For all prompts, participants discussed and came to consensus on scores for as many range-finder papers as possible. During the process, the scoring rubrics and prompts were taken into careful consideration, and some suggestions for modification were made.

Following the range-finding meeting, ACT staff compiled training sets for scoring the three parts of the assessment. Materials included base and discussion sets for each prompt as well as three qualifying sets.

Prior to the reading training session, a committee consisting of writing and language arts specialists read a substantial number of responses drawn from a field test administration. From their readings and discussions, papers were selected for use in the training process. Approximately 24 responses were selected to serve as "anchor papers" representing the range of responses demonstrated in the total set of papers. In addition to the anchor papers, approximately 40 responses were selected for discussion during the training process and 60 responses were selected for qualifying papers.

Readers recruited were required to have completed an undergraduate degree in writing, education, or related area. All readers had limited or no experience in reading writing assessments and all readers were new to this particular scoring project. The readers were approximately half males and half females.

During the training session, readers were shown the 24 anchor papers. The trainers discussed each response and explained the reason why each had received its assigned score. After this discussion, readers were given a 20-response discussion set. Readers scored the responses independently and recorded the scores. When finished, the trainer discussed each response and explained why each had received its assigned score. This process was repeated for a second 20-response discussion set.

After the discussion, sets, all readers were given three sets of 20-responses for the purpose of qualifying for the particular scoring project. Readers were considered qualified if the score they assigned matched the score assigned by the writing staff on at least 60 percent of the papers and they were within one point on additional 30 percent of the papers. IF readers did not qualify, they received additional training and were then given another opportunity to qualify. Any reader who failed to qualify after the retraining was excused from the project.

After the training process was complete, each response was read independently by at least two readers. If the scores assigned by these two readers were more than one point apart, a third, more experienced reader resolved the discrepancy between scores. The two scores for each paper were averaged to produce the final score for each examinee, resulting in scores between 1 and 6 in increments of .5.

As the scoring project progressed, several packets of papers were circulated through the scoring process to monitor the ongoing performance of the readers. Scores had been previously assigned to these papers by the trainers. If readers drifted from the master scores, they received additional training.

Eight table leaders were briefed and introduced to the prompts, rubrics and their various responsibilities in March of 1995. Two separate groups of ACT readers, one for each part of the assessment, were involved in the scoring. The groups included 32 readers and 4 table leaders for Part 3 and 20 readers and 2 table leaders for Parts 1 and 2. MDE staff was present to observe. Each student response was scored by two readers. If these scores were not in perfect or adjacent agreement (within one point of each other), the assigned scores were resolved by a third reader. The two scores assigned by the original readers were compared in order to determine how closely different readers agreed on assigned scores. All data are broken down by form. Training, qualifying and all holistic scoring was completed by April 6, 1995.

As a result of an MDE decision, there was no analytic scoring done for the pilot administration.

Scores were sent to schools participating in the HSPT in Communication Arts: Writing pilot in May 1995.

Part 4. Student Survey and Teacher Survey

The Technical Advisory Committee (TAC) recommended that a study be done prior to the first administration of the Michigan High School Proficiency Test and again just prior to the time when the first graduating class would be impacted.

In early 1994, planning for an opportunity to learn study began. It was tentatively agreed that the final responsibility for the design must reside at the State Department level, that members of the Framework Committees should be involved in the design, that teachers in every district needed to be surveyed, that students should be sampled, and that the TAC should review the sampling plan and the draft survey instrument(s).

In March 1994, one TAC member, Department staff, and a member of the Science Framework Committee reached two major decisions:

- (1) Surveys would be sent to every high school to the subject matter coordinators for the content areas tested on the HSPT. They would be asked to form committees of teachers from their high schools as well as their feeder schools to fill out the survey.
- (2) A sample set of students would be part of the study.

In subsequent meetings with the Framework Committees, discussions were held regarding the content and the format of the surveys. It was agreed that the general form of the surveys was to be the same across content areas, but that format should not take precedence over substance and if there were good reasons for having different formats, it would be allowed. Content area experts were to be responsible for the actual wording of the surveys.

The study was originally intended to address three purposes: (1) to help make adjustments to the tests if necessary, (2) to aid in standard setting and (3) to provide schools with information that could be used for professional development.

On September 2, 1994, an overview of the proposed design was presented to the TAC. The TAC members suggested that the names of the surveys be changed from "opportunity to learn" surveys to the "Teacher Survey" and the "Student Survey." Revisions were suggested and made for the Student Survey. The Teacher Survey was discussed at length, reviewed and revised. Both the student and teacher surveys were piloted at several sites before being sent out.

Writing Student Survey Results

The Writing Student Survey (see Appendix D) was given to the students who participated in the Writing Pilot. The students completed the survey prior to taking the item pilot "test" so that student perceptions pertaining to performance would not influence survey responses.

The Writing survey contained 18 statements. The common stem was as follows: "By the end of tenth grade, how often did your school experience include:..." Students were to respond on a four-point scale from "never" to "a lot." Note that "never" was translated to a value of "zero" (0), "very little" to "1," "some" to "2," and "a lot" to "3."

Table 44 below presents the summary data for the student survey results. The mean score for the 18 writing survey questions was 1.87 (2.00 = some). The lowest mean for a survey question was .99, which places it about "very little." Four questions (22%) had a majority of the students respond less than "some." Four questions (22%) had a mean less than 1.5. By part, the mean survey scores ranged from a low of 1.68 for "kinds of writing" to a high of 2.26 for "writing process." Student Response means for each statement are shown in Table 45 (Appendix D).

Because the surveys were given to the same students who participated in the pilot, it was possible to correlate the mean scores for the students on the survey with their scores on the pilot tests. The correlations are positive, but not particularly high (.2946). Thus, the students' perceptions of whether they were taught something did not seem very highly related to how they actually scored on the pilot.

Among the content areas, the writing student survey results were between mathematics and science. However, it should be noted that 22% of the questions were answered less than "some" by a majority of students and had means less than 1.5.

Table 44: Student Survey Results Summary
Content: Writing

Total # of questions	18
overall mean	1.87
lowest mean	.99
# and % of questions that the majority marked less than "some" (2.0)	4 (22%)
# and % of questions with a mean less than 1.5	4 (22%)
correlation statistic of survey mean and tryout score	.29

Conclusions From Student Survey

In drawing conclusions from the student survey results, one must keep in mind that there was no good way of determining how honestly students responded to the questions or even the extent to which they understood the questions. Given those cautions, it was concluded that school experiences in general included the types of activities useful in assisting students to learn the content to be tested on the proficiency test.

Communication Arts: Teacher Survey

The Teacher Survey was sent to writing supervisors at all high schools in the state (N=758), May of 1995. These supervisors were each to form a team of teachers to work with them in completing the Teacher Survey and an Instructional/Curriculum Support Materials Form (which they did not need to return). The return rate was low: 245 schools in Communication Arts (32.3%). Thus, caution must be paid in interpreting the data below.

The Communication Arts Teacher Survey was composed of 50 statements (24 Writing and 26 Reading) organized by parts. The Writing parts are as follows: (a) types of writing (genre), (b) writing process, (c) working to improve components of writing, (d) writing in your schools, and (e) student papers. For Parts (a) through (d), respondents circled all grades receiving instruction. For Part (e), they circled the one grade at which sufficient classroom instruction had occurred to expect understanding/proficiency.

Summary Of Teacher Survey Results

In summarizing the Communication Arts teacher survey results, it must be remembered that the data analyzed is based on a low return rate of 245 responses out of 758 surveys sent to schools. So, the responses may not be representative. Nevertheless, some tentative findings emerge from the teacher survey results which are summarized in Table 46 below. Additional survey findings are noted in Appendix D:

- for eight of the 24 statements, no school circled "NT" (Not Taught);
- no statement had more than 50% of the schools circle the "NT" response;
- only two statements had more than 25% of the schools circle "NT";
- no statement had 50% or more of the schools circle "NSI" (Not Sufficient Instruction);
- eighteen of the 24 statements had fewer than 10% of the schools circle "NT"; and
- three out of four statements had "NSI" circled by fewer than 10% of the schools.

Table 46. Teacher Survey Results Summary
Content: Communication Arts: Writing

# and % of statements where NT circled by 25% or more	2 (10%)
# and % of statements where NSI circled by 50% or more	0 (0%)
# and % of statements where NSI circled by 25% or more	1 (25%)
# and % of statements where NSI circled by <u>less</u> than 10%	3 (75%)

Overall Summary And Follow-Up²

Both the student and teacher survey results suggested that many of the objectives were already being taught in the majority of the schools and that they were sufficiently taught for students to have proficiency in them.

The results of both the teacher and student surveys were presented to the standard setting committees at the time they made recommendations regarding scores. Prior to that time, the department devoted considerable time determining just how the data should be presented and what the committees should be told about the relevance of the data for standard setting. It must be stressed that these data were gathered in the 1994-95 school year, and that information about the content of the proficiency tests continued to be widely disseminated before the test was given in the spring of 1996. It is reasonable to believe that instruction in the schools has become more aligned to the objectives tested as time has passed.

The results of these surveys were disseminated to curriculum coordinators in the schools who were encouraged to use them in planning curricular/instructional changes prior to the first administration of the HSPT. It should have been clearly understood by local schools that it is in the best interests of their students to teach them material from a content domain that is sampled on a test for which achieving proficiency is a requirement for a state-endorsed certificate.

² In July, 1996, the State Board of Education approved the standards as set by the standard setting committees, without changes.

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Appendix A

Expert Panel*

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MEAP Writing Assessments in Grades 5 and 8
High School Proficiency Test/Communication Arts: Writing

Bias Review Committee

Some Issues to Consider When Reviewing Assessment Materials for Fairness

All assessment materials should be:

- free of stereotypes
- accessible to all students regardless of gender, geographic location, or cultural or ethnic background
- free of 'weighting' toward students with certain experiences (e.g., pets or extensive travel)
- independent of particular viewpoints or opinions

BIAS REVIEW COMMITTEE COMMENT SHEET

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
MICHIGAN DEPARTMENT OF EDUCATION

TEST ITEMS BEING REVIEWED (Content Area and Grade) _____

DATE _____ MDE Representative _____

The below items were judged to be problematical by the Bias Review Committee.

Form #	Item #	Bias Issue	Comments

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
MICHIGAN DEPARTMENT OF EDUCATION

DATE _____

The below items were reviewed by the Bias Review Committee who were asked to review items with sensitivity to gender, racial or ethnic groups, religious groups, socioeconomic groups, people with disabilities, and regional concerns in mind. Checked items were not judged to be biased in the above categories. Items with an asterisk (*) were judged to be biased and therefore have further comment and explanation on the attached Bias Review Comment sheet.

[illegible]

Michigan Stratum Classification on Region

Region 1	Metropolitan Detroit (Wayne, Oakland and Macomb counties)
Region 2	Southeast Lower Peninsula
Region 3	Southwester Lower Peninsula
Region 4	Northern Lower Peninsula
Region 5	Upper Peninsula

Expert Panel Recommendations

1. The State Board should not specify subject areas other than Communications Skills, Mathematics, and Science for the initial assessment.
2. Communication skills assessed during the first assessment cycle should be limited to reading and writing.
3. The State Board and the Michigan Department of Education need to determine which subsets of the model core curriculum should be included in the assessments. This needs to be done very shortly. The decision should be based on recognition of the importance of students' opportunity to learn the content and some knowledge regarding what is likely to be in the school curricula by the date of the first test. The decision should not be that the total core curriculum is the appropriate domain from which to build the tests.
4. Once a determination is made regarding the testable portion of the core curriculum, there should be an administrative rule or statute that specifies this portion of the core is exempted from the permissive language in P.A. 25 and must be taught by the local districts to all students.
5. Once the testable portion of the core is determined, there should be wide publicity of this to the local districts. Consideration should be given to how this information can be disseminated with enough detail to let students and educators know the knowledge and skills to be tested but without so much detail that the students can answer the questions without understanding the curricular elements from which the items are only a sample.
6. Gather evidence from both teachers and students regarding the opportunity to learn the content domain the tests sample prior to the first administration.
7. Provide instructional support and training to local teachers if there is a need.
8. The State Board should not make any changes in the core curriculum or selected testable core prior to 1997.
9. When (or if) any changes are made in the core curriculum, there must be a phase-in period, and the tasks described in recommendations 3 through 7 would need to be repeated.
10. Name the assessment the "Michigan High School Graduation Tests."³
11. The Department of Education should caution its employees and the State Board against making any unsubstantiated statements about what the tests measure or what inferences can be made from the test scores. There should be an official statement about the tests and the inferences that can be drawn from the scores.
12. Demand that the test developer design sufficient safeguards to ensure that the test adequately samples the defined content.
13. Be careful not to make any official statements that would suggest the test has criterion-related validity if supportive data have not been gathered.

³ Because there will be different tests for different content areas, we suggest the plural "tests". However, for ease in subsequent writing we will, at times, refer to the total assessment as a test. When we do so, it should be understood that the reference includes all the tests.

14. Contract for enough items initially so that after losses through pilot and field testing there will be enough to build forms through the 95-96 administration year.
15. Reissue a contract in sufficient time to have items developed and tried out (possibly embedded in a live form) prior to their being needed for the 96-97 year.
16. Schedule a large scale field tryout for tenth graders by the spring of 1994.
17. Appoint and train a standard-setting committee.
18. Use a technical advisory committee to help develop a specific standard-setting procedure.
19. The State Board of Education should establish a passing score through administrative rule based upon a recommendation by the superintendent of public instruction with the advice of appropriate committees.
20. Consider setting incremental cut scores for different graduating classes at the time the State Board of Education makes its initial decision.
21. The item sensitivity reviews should be completed by a committee that is selected and trained specifically for this task. Most members should represent Michigan's predominant minority groups. However, it would be wise to have at least one member of the committee be a minority group member from out-of-state who is a recognized expert in the area.
22. Statistical item bias studies should be conducted. Items which show up as statistically biased should be reviewed (but not necessarily discharged) by an item bias committee (conceivably, but not necessarily the committee used for the item sensitivity review) and a content review committee.
23. Obtain the following reliability estimates: internal consistency, inter-rater reliability, generalizability across writing samples, and the reliability or standard error at the cut score.
24. Scores should be reported as "Pass" or "Fail." Those individuals who fail should be given some information regarding how close they were to passing, and they should be given some diagnostic information that would facilitate remediation efforts. There are important technical details (e.g., reliability of difference scores) regarding various methods of reporting diagnostic information and specific plans should be formulated by a technical advisory committee prior to approval of the final test specifications.
25. We would encourage use of a common scale across subject matter areas. This takes some advance planning to avoid adopting a scale that is appropriate for one test, but unworkable for another.
26. Develop detailed rules (procedures) for designating forms for make-up examinations and out of school (i.e., Adult Ed.) populations. Determine whether you should ever reuse a form. Determine how many times you will administer the test each year. Determine equating procedures (e.g., number of anchor items to be used). Based on these considerations, initially develop enough alternate forms to last through at least the 1995-96 school year. Start developing more forms/items prior to that so a sufficient supply is continuously available.
27. Use a technical advisory committee to help develop specific equating procedures.

28. Consider carefully policies regarding all test administration conditions. For example, the decision of whether or not to use calculators in the mathematics test must be made by the department, not by local school personnel. Train local school personnel adequately to administer the tests. Consider random auditing of the administration process to ensure uniformity throughout the state.
29. Be cautious about any "predictive" interpretation of the scores of any single individual from testing in earlier grades. Such tests should be thought of as providing only an early awareness.
30. The department should prepare and have the board adopt written procedures regarding make-up examination provisions.
31. The department should prepare and have the board adopt specific written rules regarding the number of retakes that should be allowed, and how many attempts a student should be given prior to the time he/she is scheduled to graduate.
32. Develop a detailed proposal that addresses questions regarding remediation efforts and the respective responsibilities of the state, the district and the student for remediation efforts.
33. Enact an administrative rule regarding testing issues related to special education students and students with limited English proficiency.
34. Individuals in adult education programs who wish to receive high school diplomas after the end of the 1996-97 school year should be required to pass the High School Graduation Test.
35. Obtain the services of the Attorney General's Office early on in the process and continuously as new policies are developed and implemented.
36. The State Superintendent of Public Instruction and the State Board of Education should work with the legislature to adopt statutory authority for the high school graduation testing program.
37. Carefully investigate liability issues with assistance from the Attorney General's Office. Attempt to obtain necessary statutes with respect to liability. Inform all committees and all staff regarding their potential liability.
38. Schools should be notified immediately regarding this graduation requirement and the information disseminated to all teachers. Students and their parents should be notified no later than the spring of 1993.
39. The department should prepare, and the board should adopt, detailed policies regarding what should be documented and how long the documentation should be kept on file. We generally suggest that all documentation be kept for a period of at least five years following the school year in which the test was administered. We suggest keeping "forever" the initial development documentation and records about when, why, and how procedures are adopted and/or changed.
40. In consultation with the Attorney General's Office, and based in part upon discussions with representatives of state education associations (e.g., teachers' unions and administrators' associations), the department should prepare, and the State Board of Education should adopt, rules regarding what constitutes inappropriate behavior on the part of educators or students with respect to test-taking behavior, security issues, and so forth; and what

penalties will be imposed for violation of these rules. These rules and the penalties should be disseminated to educators and students prior to the initial administration of the graduation test.

41. The department needs to develop a complete list of rules/regulations that need to be adopted and decide whether these can simply be adopted by the board or whether they need legislative approval.
42. Detailed security arrangements need to be developed.
43. Detailed policies regarding security valuations need to be established. Staff should investigate current laws regarding freedom of information exclusions, and if they are insufficient, request new legislation to exempt secure test materials from the freedom of information regulations.
44. The department needs to determine what additional equipment/facilities are needed for storage of secure materials, shredding out-of-date secure materials, etc.
45. An annual test administration plan should be developed and disseminated to all school districts.
46. The tests should first be administered to 10th graders in the spring of 1995 and they should be administered at least twice each in the junior and senior years.
47. The department should conduct a careful study to assess additional staffing needs in assessment and instructional programs.
48. The position of supervisor of state assessment should be filled as quickly as possible.
49. The following advisory committees should be appointed: 1) a Michigan Department of Education Steering Committee, 2) a Testing Policy Advisory Committee, 3) a Bias Review Panel, 4) a Technical Advisory Committee, 5) a Content Review Committee in each content area of the test, 6) an overall content review committee, and 7) a Standard Setting Committee.
50. Use at most two contractors: one for test development and formal field tryouts; and another for test administration, scoring, and reporting.
51. Obtain more detailed information from other states with similar programs regarding fiscal needs. Make recommendations to the legislature that are sufficient to cover department needs, and make clear to them that the task simply cannot be done without adequate support.

Holistic Scorepoint Descriptions High School Proficiency Test in Writing

These are designed to be used in conjunction with illustrative anchor/guide papers and other range-finder papers and are intended to describe characteristics of most papers at a particular scorepoint. The aim is to determine best fit; a paper at any given scorepoint may not include all characteristics.

Part 1

- 4 The written response demonstrates the ability to reflect critically on one's own writing; ideas are supported by specific examples or details from the portfolio pieces. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be minor surface feature errors.
- 3 The written response demonstrates the ability to reflect on one's own writing; ideas are somewhat supported by examples or details from the portfolio pieces. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2 The written response demonstrates some ability to reflect on one's own writing; ideas are presented as generalizations about writing or simple summaries of portfolio pieces. The voice and tone may be inappropriate or uneven. Limited control of surface features may make the writing awkward to read.
- 1 The written response demonstrates the attempt to reflect on one's own writing; ideas are supported by few, if any, details and examples. There is little discernible shape or direction. There is little control over voice and tone. Limited control of surface features may make the writing difficult to read.

Part 2

- 4 The writing is engaging, original, clear, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea(s) or theme; ideas are presented coherently to move the reader through the text. The voice is compelling and conveys the writing's meaning through effective sentence structure and precise word choices. Surface feature errors don't interfere with understanding or distract from meaning.
- 3 The writing is reasonably clear, focused, and well-supported; ideas and content are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice contributes to the writing's meaning through appropriate and varied sentence structure and word choices. Surface feature errors may reduce understanding.
- 2 The writing has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally indistinguishable; basic sentence structure and limited vocabulary convey a simple message. Limited control of surface features make the paper awkward to read.
- 1 The writing has little focus and development; ideas and content are supported by few, if any, details and examples. There is little discernible shape or direction. The tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features make the writing difficult to read.

Part 3

- 4 The writing is engaging, original, clear, and focused; ideas and content are richly developed and supported by details and examples where appropriate. Control of organization and transitions move the reader easily through the text. The voice and tone are authentic and compelling. Control of language and skillful use of writing conventions contribute to the effect of the presentation.
- 3 The writing is generally clear, focused, and well-developed; examples and details support ideas and content where appropriate. The presentation is generally coherent, and its organizational structure is functional. The voice, tone, diction, and sentence structure support meaning. Use of writing conventions is not distracting.
- 2 The writing has some focus and support; ideas and content may be developed with limited details and examples. The presentation shows some evidence of structure, but it may be artificial or only partially successful. The tone may be inappropriate or the voice uneven. Sentence structure and diction are generally correct but rudimentary. Limited control of writing conventions may interfere with meaning some of the time.
- 1 The writing has little focus and development; ideas and content are supported by few, if any, details and examples. There is little discernible shape or direction. The writing demonstrates no control over voice and tone. Faulty sentence structure and limited vocabulary interfere with understanding. Limited control of writing conventions (such as spelling, grammar/usage, capitalization, punctuation, and/or indentation) makes the writing difficult to read.

Writing is not ratable if completely off topic, completely illegible, written entirely in a language other than English, or completely blank.

Appendix B

Table 2. Michigan HSPT in Communication Arts: Writing Tryout
Grade 11 Enrollment of Participating Schools
by Region and Size of School

Region	Size	N	Percent of Region	Percent of Total
1	Large	212	89.08	3.43
	Small	26	10.92	0.42
2	Large	473	89.92	7.66
	Small	53	10.08	0.86
3	Large	348	27.06	5.63
	Medium	771	59.95	12.48
	Small	167	12.99	2.70
4	Large	272	13.07	4.40
	Medium	1382	66.41	22.37
	Small	427	20.52	6.91
5	Large	1211	59.19	19.60
	Medium	527	25.76	8.53
	Small	308	15.05	4.99
All		6177	--	100.00

Table 3. Michigan HSPT in Communication Arts: Writing Tryout
Number of Participating Schools
by Region and Size of School

Region	Size	N	Percent of Region	Percent of Total
1	Large	1	33.33	2.44
	Small	2	66.67	4.88
2	Large	3	60.00	7.32
	Small	2	40.00	4.88
3	Large	1	14.29	2.44
	Medium	3	42.86	7.32
	Small	3	42.86	7.32
4	Large	1	7.14	2.44
	Medium	6	42.86	14.63
	Small	7	50.00	17.07
5	Large	4	33.33	9.76
	Medium	4	33.33	9.76
	Small	4	33.33	9.76
All		41	--	100.00

Table 4. Michigan HSPT in Communication Arts: Writing Tryout
Ethnicity of Grade 11 Participants by Region and Size of School

Region	Size	American Indian			Asian			Black			Hispanic			White		
		N	% of Region Group	% of Total	N	% of Region Group	% of Total	N	% of Region Group	% of Total	N	% of Region Group	% of Total	N	% of Region Group	% of Total
1	Large	.	.	.	1	0.48	0.81	.	.	.	3	1.45	1.70	203	98.07	3.86
	Small	.	.	.	.	.	.	.	.	.	.	.	.	25	100.00	0.48
2	Large	6	1.30	8.82	8	1.74	6.45	8	1.74	3.64	8	1.74	4.55	430	93.48	8.17
	Small	.	.	.	1	1.96	0.81	1	1.96	0.45	1	1.96	0.57	48	94.12	0.91
3	Large	3	0.91	4.41	24	7.32	19.35	2	0.61	0.91	4	1.22	2.27	295	89.94	5.61
	Medium	11	1.49	16.18	22	2.98	17.74	19	2.57	8.64	18	2.44	10.23	669	90.53	12.71
	Small	2	1.39	2.94	4	2.78	3.23	33	22.92	15.00	9	6.25	5.11	96	66.67	1.82
4	Large	1	.39	1.47	20	7.75	16.13	9	3.49	4.09	3	1.16	1.70	225	87.21	4.28
	Medium	19	1.42	27.94	9	0.67	7.26	9	0.67	4.09	38	2.85	21.59	1259	94.38	23.93
	Small	5	1.20	7.35	2	0.98	1.61	2	0.48	0.91	8	1.91	4.55	401	95.93	7.62
5	Large	14	1.29	20.59	21	1.93	16.94	134	12.32	60.91	68	6.25	38.64	851	78.22	16.17
	Medium	5	1.00	7.35	8	1.60	6.45	1	0.20	0.45	8	1.60	4.55	478	95.60	9.08
	Small	2	.67	2.94	4	1.34	3.23	2	0.67	0.91	8	2.68	4.55	282	94.63	5.36
All		68	1.16	100.00	124	2.12	100.00	220	3.76	100.00	176	3.01	100.00	5262	89.95	100.00

Table 5. Michigan HSPT in Communication Arts: Writing Tryout
Gender of Grade 11 Participants by
Region and Size of School

Region	Size	Male			Female		
		N	Percent of Regional Group	Percent of Total	N	Percent of Regional Group	Percent of Total
1	Large	95	44.81	3.17	117	55.19	3.73
	Small	12	46.15	0.40	14	53.85	0.45
2	Large	249	52.98	8.32	221	47.02	7.04
	Small	16	30.19	0.53	37	69.81	1.18
3	Large	149	43.19	4.98	196	56.81	6.24
	Medium	405	52.80	13.53	362	47.20	11.53
	Small	63	37.72	2.10	104	62.28	3.31
4	Large	127	46.69	4.24	145	53.31	4.62
	Medium	677	49.20	22.62	699	50.80	22.27
	Small	209	49.18	6.98	261	50.82	6.88
5	Large	604	50.76	20.18	586	49.24	18.67
	Medium	251	48.18	8.39	270	51.82	8.60
	Small	136	44.16	4.54	172	55.84	5.48
ALL		2993	48.81	100.00	3139	51.19	100.00

Table 7. Michigan HSPT in Communication Arts: Writing Tryout
Descriptive Statistics for Part 1

Form	Mean	SD	Interrater Reliability	% Perfect Agreement	% Resolved
01C	2.42	.88	.75	65%	3%
02C	2.31	.86	.77	66	2
03C	2.41	.91	.81	66	0
04C	2.98	.78	.75	69	1
05C	2.36	.88	.80	68	1
06C	3.03	.72	.69	63	1
07C	2.37	.86	.73	65	2
08C	2.54	.84	.73	64	3
09C	2.28	.89	.79	67	1
10C	2.40	.85	.78	67	0

Note: Includes all 10th and 11th grade examinees

Table 8. Michigan HSPT in Communication Arts: Writing Tryout
Descriptive Statistics for Part 2

Form	Mean	SD	Interrater Reliability	% Perfect Agreement	% Resolved
01C	2.60	.85	.77	66%	1%
02C	2.26	.88	.81	72	1
03C	2.48	.83	.78	69	1
04C	2.68	.80	.72	66	2
05C	2.30	.78	.70	62	1
06C	2.59	.83	.75	65	1
07C	2.44	.88	.76	63	1
08C	2.66	.78	.72	64	1
09C	2.44	.87	.77	63	1
10C	2.61	.79	.68	58	2

*Includes all 10th and 11th grade examinees

Table 9. Michigan HSPT in Communication Arts: Writing Tryout
Descriptive Statistics for Part 3

Form	Mean	SD	Interrater Reliability	% Perfect Agreement	% Resolved
01C	2.57	.82	.71	61%	3%
02C	2.42	.87	.68	55	4
03C	2.42	.83	.68	63	4
04C	2.54	.89	.73	60	3
05C	2.31	.82	.65	55	3
06C	2.52	.86	.70	60	3
07C	2.53	.90	.73	60	4
08C	2.72	.78	.61	57	5
09C	2.34	.91	.74	60	3
10C	2.52	.77	.67	61	3

*Includes all 10th and 11th grade examinees

Table 10. Michigan HSPT in Communication Arts: Writing Tryout
Variance Components and G-Coefficients

Form	Persons	Prompts	Raters: Prompts	Persons X Prompts	Persons x Raters: Prompts	G-Coefficient
01C	.38	.02	.00	.17	.21	.80
02C	.40	.01	.00	.21	.21	.79
03C	.34	.00	.00	.25	.21	.74
04C	.29	.01	.00	.18	.19	.76
05C	.36	.00	.00	.20	.21	.78
06C	.27	.02	.00	.16	.22	.75
07C	.39	.01	.01	.25	.22	.77
08C	.36	.02	.00	.15	.22	.80
09C	.43	.01	.00	.21	.21	.80
10C	.33	.03	.00	.18	.22	.78

Table 11. Michigan HSPT in Communication Arts: Writing Tryout
Correlations Between Three Test Parts

Form	Parts 1 and 2	Parts 2 and 3	Parts 1 and 3
01C	.62	.61	.56
02C	.57	.59	.55
03C	.53	.55	.42
04C	.52	.54	.46
05C	.57	.53	.54
06C	.54	.59	.44
07C	.50	.51	.50
08C	.59	.62	.56
09C	.58	.67	.50
10C	.56	.57	.48
Average Correlation	.56	.58	.50

Table 12. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution - Part 1

Score	Form									
	01C	02C	03C	04C	05C	06C	07C	08C	09C	10C
1	13%	15%	16%	4%	16%	3%	13%	8%	20%	13%
1.5	12	10	10	2	9	1	8	7	10	7
2.0	23	26	20	11	21	10	26	24	24	25
2.5	13	14	14	12	15	16	18	19	13	17
3.0	23	20	22	35	24	32	19	22	18	22
3.5	9	9	10	15	8	19	8	9	9	8
4.0	8	5	8	20	7	19	8	11	6	7
N	361	286	200	282	459	346	438	370	282	449
Mean	2.4	2.3	2.4	3.0	2.4	3.0	2.4	2.6	2.2	2.4
SD	0.88	0.86	0.91	0.78	0.88	0.72	0.86	0.84	0.90	0.85
Unratable	1	2	2	1	0	1	1	5	5	1

Numbers from Score 1.0 to 4.0 are represented as percents.

Table 13. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution - Part 2

Score	Form									
	01C	02C	03C	04C	05C	06C	07C	08C	09C	10C
1	10%	17%	11%	8%	11%	9%	13%	6%	12%	6%
1.5	6	10	5	5	11	6	8	6	9	7
2.0	19	28	25	17	28	21	22	18	24	21
2.5	18	12	15	14	19	16	18	19	17	20
3.0	28	21	26	34	20	27	21	31	20	24
3.5	9	6	10	13	7	12	10	11	9	14
4.0	11	7	7	8	4	8	8	9	9	8
N	493	602	342	456	652	602	498	715	594	745
Mean	2.6	2.3	2.5	2.7	2.3	2.6	2.4	2.7	2.4	2.6
SD	0.85	0.88	0.83	0.80	0.79	0.83	0.87	0.77	0.88	0.79
Unratable	0	0	0	0	0	0	0	0	0	0

Numbers from Score 1.0 to 4.0 are represented as percents.

Table 14. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution - Part 3

Score	Form									
	01C	02C	03C	04C	05C	06C	07C	08C	09C	10C
1	9%	13%	13%	12%	14%	11%	10%	5%	17%	7%
1.5	6	10	6	8	10	7	11	6	10	8
2.0	24	21	24	21	21	20	17	17	19	24
2.5	19	18	19	15	23	18	15	20	19	19
3.0	23	19	25	22	18	24	24	28	17	26
3.5	11	13	9	13	9	12	12	13	9	10
4.0	8	6	5	10	4	7	11	11	7	7
N	450	572	322	379	582	567	289	689	534	675
Mean	2.5	2.4	2.4	2.5	2.3	2.5	2.6	2.7	2.3	2.5
SD	0.82	0.86	0.82	0.90	0.82	0.85	0.89	0.78	0.90	0.78
Unratable	0	0	0	0	0	0	1	0	0	0

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 15. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution by Gender - Part 1

	Form																			
	01C		02C		03C		04C		05C		06C		07C		08C		09C		10C	
Score	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	19%	8%	21%	10%	27%	6%	8%	2%	23%	11%	6%	1%	19%	8%	13%	4%	26%	15%	19%	9%
1.5	13	11	13	8	8	10	3	2	12	8	0	2	10	6	11	4	10	10	10	6
2.0	25	21	26	25	24	18	13	9	19	22	19	5	28	24	27	20	28	21	25	25
2.5	12	13	13	14	11	17	13	12	11	18	15	17	19	17	22	16	13	14	16	17
3.0	20	26	16	24	18	25	33	36	24	24	33	31	13	24	19	25	18	19	20	25
3.5	6	12	5	13	5	15	8	21	3	12	13	22	6	10	4	13	4	13	4	10
4.0	5	10	6	5	7	9	22	19	8	5	15	21	6	10	4	18	1	9	7	8
N	171	189	133	153	84	114	117	165	195	264	123	223	198	237	179	189	126	155	178	269
Mean	2.2	2.6	2.1	2.5	2.1	2.6	2.9	3.1	2.2	2.5	2.8	3.1	2.2	2.6	2.3	2.8	2.0	2.4	2.2	2.5
SD	0.87	0.86	0.88	0.82	0.94	0.82	0.88	0.69	0.93	0.82	0.78	0.67	0.85	0.83	0.77	0.81	0.79	0.94	0.88	0.81
Unratable	1	1	2	3	0	2	3	1	1	0	2	1	2	0	5	6	6	3	2	1

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 16. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution by Gender - Part 2

	Form																			
	01C		02C		03C		04C		05C		06C		07C		08C		09C		10C	
Score	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	15%*	4%	23%	11%	19%	3%	13%	4%	18%	4%	16%	3%	21%	6%	10%	1%	18%	6%	10%	2%
1.5	7	5	11	9	9	2	7	3	15	7	9	4	11	5	10	2	11	8	10	4
2.0	23	15	30	26	30	21	18	16	28	28	22	21	24	20	20	16	30	19	26	16
2.5	19	17	10	14	12	18	16	13	16	21	15	16	18	18	21	17	16	17	19	20
3.0	23	33	18	23	19	33	32	36	13	27	24	29	13	29	28	35	14	25	18	30
3.5	6	12	5	7	6	13	10	16	5	9	9	15	9	11	7	15	6	13	9	17
4.0	6	15	5	9	4	9	3	13	4	5	5	11	4	11	4	14	5	13	6	11
N	250	242	303	297	160	179	211	245	327	323	255	344	238	257	361	350	285	295	353	389
Mean	2.4	2.8	2.1	2.4	2.2	2.8	2.5	2.9	2.1	2.5	2.3	2.8	2.2	2.7	2.4	2.9	2.2	2.7	2.4	2.8
SD	0.85	0.78	0.86	0.86	0.84	0.71	0.81	0.74	0.81	0.70	0.87	0.75	0.87	0.80	0.78	0.68	0.82	0.85	0.81	0.70
Unratable	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0

*Numbers from score 1.0 to 4.0 are represented as percents.

Table 17. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution by Gender - Part 3

	Form																			
	01C		02C		03C		04C		05C		06C		07C		08C		09C		10C	
Score	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	12%*	6%	16%	9%	21%	6%	15%	8%	23%	5%	20%	5%	14%	6%	9%	1%	26%	9%	12%	2%
1.5	8	4	13	8	7	4	11	4	13	7	9	5	17	5	9	3	13	7	11	5
2.0	30	18	22	20	27	21	23	19	23	19	22	19	19	16	18	15	22	18	24	23
2.5	13	25	16	20	17	20	14	17	17	30	19	17	15	15	20	20	15	23	21	17
3.0	21	24	18	20	16	32	19	24	11	25	15	31	21	26	27	30	15	20	21	31
3.5	10	12	9	16	5	13	8	18	10	9	9	15	5	17	9	17	4	13	8	12
4.0	5	12	6	6	6	4	10	10	3	5	7	8	8	14	8	13	6	9	4	10
N	224	225	286	284	150	169	175	205	289	292	243	322	131	156	342	343	251	270	321	351
Mean	2.4	2.7	2.3	2.5	2.2	2.6	2.4	2.7	2.1	2.5	2.3	2.7	2.3	2.8	2.5	2.9	2.1	2.6	2.3	2.7
SD	0.83	0.79	0.88	0.83	0.87	0.72	0.92	0.85	0.88	0.71	0.90	0.76	0.89	0.84	0.82	0.69	0.89	0.85	0.79	0.73
Unratable	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 18. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution by Ethnicity* - Part 1

	Form																			
	01C		02C		03C		04C		05C		06C		07C		08C		09C		10C	
Score	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
1	24%*	11%	0%	15%	0%	15%	0%	3%	38%	15%	0%	3%	0%	13%	0%	8%	71%	13%	0%	13%
1.5	15	12	100	9	0	9	0	3	12	9	50	1	0	7	0	6	12	9	33	8
2.0	22	23	0	28	0	22	0	11	38	21	50	10	0	27	100	23	17	25	33	25
2.5	11	12	0	14	0	13	0	11	0	16	0	16	50	19	0	19	0	16	0	18
3.0	22	24	0	20	100	22	100	36	0	24	0	33	50	19	0	23	0	21	0	22
3.5	4	9	0	9	0	10	0	15	12	8	0	19	0	8	0	9	0	10	0	8
4.0	2	9	0	5	0	9	0	21	0	7	0	19	0	8	0	12	0	6	33	7
N	54	275	1	257	1	182	1	261	8	423	2	308	2	401	3	314	24	232	3	423
Mean	2.1	2.5	105	2.3	3.0	2.4	3.0	3.0	1.8	2.4	1.8	3.0	2.8	2.4	2.0	2.6	1.2	2.4	2.5	2.4
SD	0.83	0.88	N/A	0.85	N/A	0.92	N/A	0.77	0.85	0.88	0.35	0.72	0.35	0.85	0.0	0.84	0.39	0.85	1.32	0.85
Unratable	2	0	0	2	0	2	0	2	0	0	0	2	0	1	0	6	12	3	0	1

*Numbers from Score 1.0 to 4.0 are represented as percents.

Note: Numbers of participating students in other ethnic groups were so small that they are not included here.

Table 19. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution by Ethnicity* - Part 2

	Form																			
	01C		02C		03C		04C		05C		06C		07C		08C		09C		10C	
Score	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
1	26%*	5%	5%	0%	0%	11%	0%	7%	9	12%	0%	9%	0%	13%	0%	5%	17%	11%	20%	5%
1.5	11	5	5	33	0	5	0	5	18	9	40	6	0	7	0	6	23	7	0	7
2.0	23	17	17	0	0	25	67	16	36	28	0	22	67	22	40	16	23	25	20	22
2.5	12	20	20	0	0	15	17	14	9	19	20	16	33	18	40	20	12	16	20	20
3.0	14	33	33	33	100	27	17	35	18	20	40	26	0	22	10	32	19	19	20	24
3.5	8	9	9	33	0	10	0	14	9	7	0	12	0	10	0	12	4	11	0	13
4.0	8	11	11	0	0	7	0	9	0	5	0	9	0	7	10	9	2	11	20	9
N	93	343	343	3	1	314	6	411	11	587	5	530	3	454	10	612	52	427	5	687
Mean	2.2	2.7	2.7	2.7	3.0	2.5	2.2	2.7	2.2	2.3	2.3	2.6	2.2	2.4	2.5	2.7	2.1	2.5	2.5	2.6
SD	0.95	0.76	1.04	0.86	N/A	0.82	0.42	0.890	0.75	0.80	0.76	0.83	0.29	0.86	0.62	0.76	0.79	0.88	1.12	0.79
Unratable	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note: Numbers of participating students in other ethnic groups were so small that they are not included here.

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 20. Michigan HSPT in Communication Arts: Writing Tryout
Holistic Score Distribution by Ethnicity* - Part 3

Score	Form																			
	01C		02C		03C		04C		05C		06C		07C		08C		09C		10C	
	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
1	21%*	7%	0%	13%	0%	13%	0%	11%	10%	14%	0%	11%	0%	9%	0%	5%	25%	13%	0%	7%
1.5	8	5	0	11	0	6	25	8	0	10	25	7	0	11	11	6	16	9	0	7
2.0	31	21	33	23	0	25	50	20	40	21	0	20	100	17	22	16	32	18	50	24
2.5	18	20	0	18	0	18	25	15	40	23	25	18	0	16	11	20	14	21	25	19
3.0	13	26	33	17	100	24	0	22	0	18	25	25	0	24	44	29	11	19	0	26
3.5	3	13	33	12	0	9	0	14	0	10	25	12	0	11	11	13	2	10	0	10
4.0	8	8	0	6	0	5	0	10	10	4	0	7	0	12	0	11	0	10	25	7
N	78	324	3	493	1	295	4	344	10	526	4	502	1	264	9	592	44	386	4	626
Mean	2.2	2.6	2.8	2.4	3.0	2.4	2.0	2.6	2.3	2.3	2.6	2.5	2.0	2.6	2.6	2.7	1.9	2.5	2.6	2.5
SD	0.86	0.79	0.76	0.86	N/A	0.82	0.41	0.89	0.75	0.83	0.85	0.85	N/A	0.89	0.65	0.77	0.70	0.89	0.95	0.78
Unratable	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note: Numbers of participating students in other ethnic groups were so small that they are not included here.

*Numbers from Score 1.0 to 4.0 are represented as percents.

Appendix C

Table 23. Michigan HSPT in Communication Arts: Writing Pilot
Grade 11 Enrollment of Participating Schools by
Region and Size of School

Region	Size	N	Percent of Region	Percent of Total
1	Large	747	100.00	5.32
2	Large	1056	100.00	7.52
3	Large	954	26.02	6.79
	Medium	2512	68.50	17.89
	Small	201	5.48	1.43
4	Medium	648	78.64	4.62
	Small	176	21.36	1.25
5	Large	310	50.82	2.21
	Medium	110	18.03	0.78
	Small	190	31.15	1.35
6	Medium	2804	62.04	19.97
	Small	1716	37.96	12.22
7	Medium	690	26.37	4.91
	Small	1927	73.63	13.72
All		14041	--	100.00

Table 24. Michigan HSPT In Communication Arts: Writing Pilot
Number of Participating Buildings by
Region and Size of School

Region	Size	N	Percent of Region	Percent of Total
1	Large	5	100.00	4.46
2	Large	6	100.00	5.36
3	Large	3	15.79	2.68
	Medium	13	68.42	11.61
	Small	3	15.79	2.68
4	Medium	4	66.67	3.57
	Small	2	33.33	1.79
5	Large	1	25.00	0.89
	Medium	1	25.00	0.89
	Small	2	50.00	1.79
6	Medium	15	41.67	13.39
	Small	2	50.00	1.79
7	Medium	6	16.67	5.36
	Small	30	83.33	26.79
All		112	--	100.00

Table 25. Michigan HSPT in Communication Arts: Writing Pilot
Ethnicity of Grade 11 Participants by
Region and Size of School

Region	Size	American Indian			Asian			Black			Hispanic			White		
		N	% of Region	% of Total	N	% of Region	% of Total	N	% of Region	% of Total	N	% of Region	% of Total	N	% of Region	% of Total
1	Large	8	1.18	4.37	10	1.47	5.18	515	75.85	38.43	86	12.67	22.40	60	8.84	0.53
2	Large	15	1.49	8.20	6	0.60	3.11	248	24.70	18.51	33	3.29	8.59	702	69.92	6.23
3	Large	11	1.21	6.01	29	3.19	15.03	48	5.28	3.58	20	2.20	5.21	801	88.12	7.11
	Medium	29	1.21	15.85	49	2.04	25.39	358	14.93	26.72	56	2.34	14.58	1906	79.48	16.91
	Small	1	0.51	0.55	5	2.54	2.59	39	19.80	2.91	7	3.55	1.82	145	73.60	1.29
4	Medium	9	1.45	4.92	11	1.77	5.70	58	9.35	4.33	13	2.10	3.39	529	85.32	4.69
	Small	3	1.85	1.64	11	6.79	5.70	8	4.94	0.60	7	4.32	1.82	133	82.10	1.18
5	Large	6	2.14	3.28	2	0.71	1.04	11	3.93	0.82	7	2.50	1.82	254	90.71	2.25
	Medium	1	0.93	0.55	4	3.74	2.07	1	0.93	0.07	6	5.61	1.56	95	88.79	0.84
	Small	.	.	.	.	.	.	1	0.54	0.07	5	2.70	1.30	179	96.76	1.59
6	Medium	35	1.31	19.13	29	1.08	15.03	22	0.82	1.64	77	2.88	20.05	2513	93.91	22.30
	Small	20	1.22	10.93	7	0.43	3.63	17	1.04	1.27	27	1.64	7.03	15719	5.68	13.94
7	Medium	7	1.06	3.83	5	0.76	2.59	3	0.46	0.22	19	2.88	4.95	625	94.84	5.55
	Small	38	2.05	20.77	25	1.35	12.95	11	0.59	0.82	21	1.13	5.47	1758	94.87	15.60
All		183	1.37	100.00	193	1.44	100.00	1340	10.02	100.00	384	2.87	100.00	11271	84.29	100.00

*Numbers of participating students in other ethnic groups were so small that they are not included here.

Table 26. Michigan HSPT in Communication Arts: Writing Pilot
Gender of Grade 11 Participants by
Region and Size of School

Region	Size	Male			Female		
		N	Percent of Regional Group	Percent of Total	N	Percent of Regional Group	Percent of Total
1	Large	291	39.22%	4.37%	451	60.78%	6.24%
2	Large	468	44.96	7.02	573	55.04	7.93
3	Large	451	47.72	6.77	494	52.28	6.84
	Medium	1212	48.69	18.19	1277	51.31	17.67
	Small	91	45.27	1.37	110	54.73	1.52
4	Medium	302	47.48	4.53	334	52.52	4.62
	Small	82	46.59	1.23	94	53.41	1.30
5	Large	162	52.43	2.43	147	47.57	2.03
	Medium	66	60.55	0.99	43	39.45	0.60
	Small	96	51.06	1.44	92	48.94	1.27
6	Medium	1359	49.19	20.39	1404	50.81	19.43
	Small	836	49.29	12.55	860	50.71	11.90
7	Medium	324	47.44	4.86	359	52.56	4.97
	Small	924	48.35	13.87	987	51.65	13.66
All		6664	47.98	100.00	7225	52.02	100.00

Table 28. Michigan HSPT in Communication Arts: Writing Pilot
Descriptive Statistics for Part 1

Form	Mean	SD	Interrater Reliability	% Perfect	% Resolved
01C	2.33	.74	.63	69%	2%
02C	2.29	.81	.71	69	2
03C	2.49	.81	.67	66	2
04C	2.52	.78	.65	68	1
05C	2.32	.81	.71	70	1
06C	2.34	.79	.56	68	3
07C	2.35	.85	.79	73	1
08C	2.41	.83	.70	66	2

Table 29. Michigan HSPT in Communication Arts: Writing Pilot
Descriptive Statistics for Part 2

Form	Mean	SD	Interrater Reliability	% Perfect	% Resolved
01C	2.57	.77	.75	69%	2%
02C	2.43	.77	.78	71	0
03C	2.51	.78	.73	66	1
04C	2.48	.77	.77	71	0
05C	2.42	.82	.76	69	0
06C	2.44	.72	.77	74	0
07C	2.57	.77	.73	70	1
08C	2.46	.77	.74	69	1

Table 30. Michigan HSPT in Communication Arts: Writing Pilot
Descriptive Statistics for Part 3

Form	Mean	SD	Interrater Reliability	% Perfect	% Resolved
01C	2.74	.76	.67	64%	1%
02C	2.63	.77	.72	65	1
03C	2.61	.77	.72	65	1
04C	2.60	.78	.73	68	1
05C	2.53	.80	.77	70	1
06C	2.66	.75	.72	66	1
07C	2.59	.79	.75	67	0
08C	2.57	.80	.73	63	1

Table 31. Michigan HSPT in Communication Arts: Writing Pilot
Variance Components and G-Coefficients

Form	Persons	Prompts	Raters: Prompts	Persons X Prompts	Persons X Raters: Prompts	G-Coefficient
01C	.28	.01	.00	.07	.03	.74
02C	.33	.01	.00	.06	.03	.79
03C	.33	.00	.00	.07	.03	.78
04C	.33	.00	.00	.06	.03	.79
05C	.39	.00	.00	.06	.03	.82
06C	.32	.01	.00	.06	.03	.79
07C	.38	.01	.01	.06	.03	.82
08C	.37	.01	.00	.06	.03	.81

Table 32. Michigan HSPT in Communication Arts: Writing Pilot
Generalizability Analyses Results
by Form, Gender and Ethnic Group

Form	Source	Females		Males		Blacks		Whites	
		Variance Estimate	Standard Errors	Variance Estimate	Standard Errors	Variance Estimate	Standard Errors	Variance Estimate	Standard Errors
01C	Persons (P)	.18	.01	.28	.03	.18	.08	.27	.02
	Tasks (T)	.01	.01	.01	.01	.00	.00	.01	.01
	Rater: Tasks (R:T)	.00	.00	.00	.00	.00	.00	.00	.00
	Persons X Tasks (PxT)	.06	.00	.08	.01	.01	.01	.07	.00
	Persons (R:T)	.03	.00	.03	.00	.03	.01	.03	.00
02C	Persons (P)	.26	.02	.31	.03	.27	.08	.34	.02
	Tasks (T)	.01	.01	.01	.00	.04	.03	.01	.01
	Rater: Tasks (R:T)	.00	.00	.00	.00	.00	.00	.00	.00
	Persons x Tasks (PxT)	.06	.00	.07	.01	.08	.02	.06	.00
	Persons x (R:T)	.03	.00	.03	.00	.02	.00	.03	.00
03C	Persons (P)	.24	.02	.39	.04	.40	.08	.32	.02
	Tasks (T)	.00	.00	.00	.00	.01	.01	.00	.00
	Rater: Tasks (R:T)	.00	.00	.00	.00	.00	.00	.00	.00
	Persons x Tasks (PxT)	.06	.00	.06	.01	.05	.01	.06	.00
	Persons x (R:T)	.03	.00	.03	.00	.04	.00	.03	.00
04C	Persons (P)	.27	.02	.32	.02	.40	.12	.32	.02
	Tasks (T)	.00	.00	.00	.00	.00	.00	.00	.00
	Rater: Tasks (R:T)	.00	.00	.00	.00	.00	.00	.00	.00
	Persons X Tasks (PxT)	.05	.00	.07	.00	.06	.02	.06	.00
	Persons x (R:T)	.03	.00	.03	.00	.03	.00	.03	.00
05C	Persons (P)	.32	.02	.42	.04	.38	.11	.38	.03
	Tasks (T)	.00	.00	.00	.00	.02	.01	.00	.00
	Rater: Tasks (R:T)	.00	.00	.00	.00	.00	.00	.00	.00
	Persons x Tasks (PxT)	.06	.00	.06	.01	.05	.01	.06	.00
	Persons x (R:T)	.03	.00	.03	.00	.03	.00	.03	.00
06C	Persons (P)	.26	.02	.31	.03	.20	.05	.33	.02
	Tasks (T)	.01	.01	.00	.00	.01	.01	.01	.01
	Rater: Tasks (R:T)	.00	.00	.00	.00	.00	.00	.00	.00
	Persons X Tasks (PxT)	.05	.00	.06	.01	.07	.01	.05	.00
	Persons x (R:T)	.03	.00	.03	.00	.03	.00	.03	.00
07C	Persons (P)	.29	.02	.44	.04	.41	.10	.38	.03
	Tasks (T)	.01	.01	.00	.00	.01	.01	.00	.00
	Rater: Tasks (R:T)	.00	.00	.00	.00	.00	.00	.00	.00
	Persons x Tasks (PxT)	.05	.00	.07	.01	.06	.01	.06	.00
	Persons x (R:T)	.03	.00	.03	.00	.03	.00	.03	.00
08C	Persons (P)	.27	.03	.39	.04	.33	.08	.38	.03
	Tasks (T)	.00	.00	.00	.00	.00	.00	.00	.00
	Rater: Tasks (R:T)	.00	.00	.00	.00	.00	.00	.00	.00
	Persons x Tasks (PxT)	.05	.00	.07	.01	.05	.01	.06	.00
	Persons x (R:T)	.03	.00	.03	.00	.03	.00	.03	.00

Table 33. Michigan HSPT in Communication Arts: Writing Pilot
Generalizability Coefficients
by Ethnicity and Gender by Form

Form	G-Coefficient Females	G-Coefficient Males	G-Coefficient Blacks	G-Coefficient Whites
01C	.68	.72	.85	.73
02C	.75	.77	.73	.79
03C	.73	.81	.82	.77
04C	.77	.78	.82	.79
05C	.79	.82	.82	.81
06C	.77	.79	.68	.80
07C	.79	.82	.82	.81
08C	.76	.80	.81	.81

Table 34. Michigan HSPT in Communication Arts: Writing Pilot
Correlations Between Components

Form	Parts 1 and 2	Parts 2 and 3	Parts 1 and 3
01C	.50	.50	.47
02C	.54	.57	.53
03C	.55	.55	.53
04C	.57	.58	.53
05C	.61	.59	.58
06C	.58	.61	.54
07C	.59	.62	.58
08C	.60	.55	.60
Average Correlation	.57	.57	.55

Table 35. Michigan HSPT in Communication Arts: Writing Pilot
Holistic Score Distribution - Part 1

Score	Forms							
	01C	02C	03C	04C	05C	06C	07C	08C
1	9.9	13.5	8.5	7.1	12.3	12.0	13.7	10.8
1.5	7.6	8.7	6.7	5.2	6.9	7.2	7.1	8.1
2.0	34.9	31.8	29.3	30.1	34.7	32.1	31.3	29.6
2.5	14.3	14.5	14.6	15.3	14.7	14.8	12.2	13.1
3.0	23.1	20.5	23.2	25.2	18.0	22.4	21.9	22.0
3.5	7.3	6.0	11.0	9.9	7.3	7.0	6.8	10.2
4.0	2.8	5.1	6.7	7.2	6.0	4.6	7.1	6.2
N	776	888	802	1024	754	711	790	724
Mean	2.33	2.29	2.49	2.52	2.32	2.34	2.35	2.41
SD	0.74	0.81	0.81	0.78	0.81	0.79	0.85	0.83
Unratable	923	828	837	899	891	843	866	747

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 36. Michigan HSPT in Communication Arts: Writing Pilot
Holistic Score Distribution - Part 2

Score	Form							
	01C	02C	03C	04C	05C	06C	07C	08C
1	6.4	9.6	7.9	7.9	10.6	7.3	6.8	9.5
1.5	5.4	5.6	6.5	4.9	6.9	4.5	4.8	5.1
2.0	25.9	30.4	26.6	30.0	29.4	35.3	26.2	27.6
2.5	15.6	15.8	16.2	17.6	14.9	13.2	15.4	17.1
3.0	29.5	26.5	26.8	26.5	22.8	28.4	30.5	27.9
3.5	10.1	7.0	10.1	6.3	9.0	7.6	8.9	7.6
4.0	7.1	5.2	6.0	6.8	6.4	3.7	7.3	5.1
N	776	888	802	1024	754	711	790	724
Mean	2.57	2.43	2.51	2.48	2.42	2.44	2.57	2.46
SD	0.77	0.77	0.78	0.77	0.82	0.72	0.77	0.77
Unratable	923	828	837	899	891	843	866	747

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 37. Michigan HSPT in Communication Arts: Writing Pilot
Holistic Score Distribution - Part 3

Score	Form							
	01C	02C	03C	04C	05C	06C	07C	08C
1	4.3	5.7	5.9	7.1	10.1	5.9	8.2	8.8
1.5	4.9	5.9	6.4	5.4	3.8	4.6	4.3	5.7
2.0	18.8	21.7	22.2	23.1	24.4	20.3	21.0	19.6
2.5	17.0	16.7	16.7	14.1	15.1	16.7	18.5	19.9
3.0	31.1	31.0	30.8	31.7	30.1	33.5	30.3	28.2
3.5	13.5	11.7	11.0	12.1	10.6	12.0	10.3	10.1
4.0	10.4	7.3	7.1	6.4	5.8	7.0	7.5	7.7
N	776	888	802	1024	754	711	790	724
Mean	2.74	2.63	2.61	2.60	2.53	2.66	2.59	2.57
SD	0.76	0.77	0.77	0.78	0.80	0.75	0.79	0.80
Unratable	923	828	837	899	891	843	866	747

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 38. Michigan HSPT in Communication Arts: Writing Pilot
Holistic Score Distribution by Gender - Part I

Score	Form															
	01C		02C		03C		04C		05C		06C		07C		08C	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	20.0	2.5	21.3	8.1	13.2	5.6	10.4	4.4	21.0	6.3	15.9	9.2	22.0	7.9	20.1	3.7
1.5	10.6	5.2	9.3	8.3	9.8	5.0	6.8	3.9	5.6	7.7	8.3	6.3	9.9	5.4	11.3	5.7
2.0	36.1	33.9	32.2	31.0	33.8	26.4	36.2	25.4	36.1	33.9	36.6	28.7	28.4	32.8	32.0	28.1
2.5	11.8	16.3	16.1	13.5	12.5	15.9	15.0	15.3	15.1	14.5	13.8	15.4	11.2	12.9	12.3	13.3
3.0	14.5	29.6	13.7	25.4	15.5	27.6	19.2	30.0	12.5	21.7	16.9	26.5	16.6	25.3	12.6	28.6
3.5	4.5	9.5	3.3	7.9	9.5	12.1	8.4	11.0	4.9	9.0	5.9	8.0	6.7	7.1	8.1	12.1
4.0	2.4	3.2	4.1	5.8	5.7	7.3	4.0	9.9	4.9	6.8	2.8	6.0	5.1	8.6	3.6	8.4
N	330	443	366	519	296	496	453	563	305	442	290	415	313	466	309	405
Mean	2.07	2.53	2.09	2.43	2.29	2.60	2.33	2.68	2.13	2.46	2.18	2.46	2.15	2.49	2.12	2.64
SD	0.77	0.66	0.80	0.78	0.84	0.77	0.77	0.76	0.82	0.78	0.77	0.79	0.88	0.80	0.84	0.76
Unratable	510	402	450	373	448	378	489	399	495	385	479	348	491	364	398	335

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 39. Michigan HSPT in Communication Arts: Writing Pilot
Holistic Score Distribution by Gender - Part 2

Score	Form															
	01C		02C		03C		04C		05C		06C		07C		08C	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	12.4	2.0	17.8	3.7	13.9	4.4	14.1	2.8	17.4	6.1	12.4	3.6	12.5	3.0	17.2	3.7
1.5	8.5	3.2	8.5	3.5	10.5	4.2	6.4	3.7	9.5	4.8	6.9	2.4	9.9	1.5	7.1	3.7
2.0	31.5	21.4	35.2	27.0	29.4	24.2	37.3	24.0	30.8	28.7	43.8	29.9	29.7	24.0	32.7	23.7
2.5	16.1	15.1	14.2	17.0	16.9	15.9	15.7	19.4	16.1	14.3	13.8	12.8	15.0	15.7	18.1	16.8
3.0	21.2	35.9	17.8	32.8	18.2	32.3	19.2	32.1	16.4	27.1	16.2	36.9	19.5	38.0	17.8	35.6
3.5	5.2	13.8	4.4	8.9	7.1	11.7	3.8	8.5	6.2	10.9	4.1	10.1	7.7	9.4	4.2	10.1
4.0	5.2	8.6	2.2	7.3	4.1	7.3	3.5	9.4	3.6	8.1	2.8	4.3	5.8	8.4	2.9	6.4
N	330	443	366	519	296	496	453	563	305	442	290	415	313	466	309	405
Mean	2.31	2.78	2.14	2.64	2.26	2.66	2.22	2.69	2.19	2.58	2.19	2.62	2.33	2.73	2.18	2.66
SD	0.79	0.69	0.76	0.71	0.80	0.73	0.75	0.71	0.81	0.78	0.71	0.68	0.82	0.68	0.77	0.70
Unratable	510	402	450	373	448	378	489	399	495	385	479	348	490	364	398	335

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 40. Michigan HSPT in Communication Arts: Writing Pilot
Holistic Score Distribution by Gender - Part 3

Score	Form															
	01C		02C		03C		04C		05C		06C		07C		08C	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	8.5	1.1	10.1	2.5	10.5	3.0	12.4	3.0	17.4	4.8	11.0	2.2	14.7	3.9	15.2	4.0
1.5	7.9	2.7	10.1	2.9	11.1	3.6	8.8	2.3	4.9	3.2	8.6	1.7	6.7	2.8	8.1	3.5
2.0	24.5	14.4	29.8	16.0	27.0	18.5	26.0	20.8	28.9	21.3	26.9	15.4	27.8	16.5	22.7	17.3
2.5	17.6	16.3	16.9	16.4	14.5	18.1	13.7	14.6	15.4	14.9	16.6	17.1	14.7	20.8	17.8	21.7
3.0	26.4	34.8	22.7	37.0	23.0	35.9	24.9	37.1	20.0	37.3	26.2	38.8	21.4	36.5	23.3	32.1
3.5	7.3	18.3	5.2	16.4	8.8	11.4	8.8	14.7	9.2	11.5	7.2	15.2	8.6	11.2	5.5	13.6
4.0	7.9	12.4	5.2	8.9	5.1	8.3	5.3	7.5	4.3	7.0	3.4	9.6	6.1	8.4	7.4	7.9
N	330	443	366	519	296	496	453	563	305	442	290	415	313	466	309	405
Mean	2.49	2.93	2.34	2.84	2.38	2.75	2.39	2.77	2.30	2.70	2.37	2.86	2.36	2.75	2.36	2.73
SD	0.81	0.68	0.78	0.69	0.81	0.70	0.83	0.69	0.84	0.72	0.78	0.66	0.85	0.70	0.86	0.71
Unratable	510	402	450	373	448	378	489	399	495	385	479	348	490	364	398	335

*Numbers from Score 1.0 to 4.0 are represented as percents.

Table 41. Michigan HSPT in Communication Arts: Writing Pilot
Holistic Score Distribution by Ethnicity* - Part 1

Score	Form															
	01C		02C		03C		04C		05C		06C		07C		08C	
	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
1	13.3	9.6	25.0	12.6	13.8	7.3	20.6	6.2	20.0	11.3	17.2	10.9	32.0	11.8	8.9	10.9
1.5	6.7	7.2	2.5	9.3	10.0	6.4	8.8	5.2	8.6	6.9	9.2	6.8	10.0	7.6	12.5	7.4
2.0	46.7	35.0	47.5	30.3	28.8	28.8	41.2	30.0	40.0	34.4	36.8	31.3	34.0	30.3	23.2	29.8
2.5	20.0	14.7	10.0	15.1	21.2	14.6	11.8	14.8	5.7	15.6	13.8	14.9	8.0	12.4	19.6	12.0
3.0	13.3	22.8	10.0	21.7	15.0	23.7	8.8	26.5	20.0	18.0	17.2	23.3	8.0	22.7	19.6	23.2
3.5	0.0	7.9	5.0	5.7	6.2	12.4	5.9	9.9	5.7	7.8	4.6	7.4	4.0	7.7	7.1	10.4
4.0	0.0	2.8	0.0	5.3	5.0	6.8	2.9	7.4	0.0	6.0	1.1	5.4	4.0	7.4	8.9	6.4
N	15	709	40	788	80	645	34	903	35	666	87	571	50	660	56	608
Mean	2.07	2.34	1.96	2.31	2.26	2.53	2.04	2.55	2.07	2.35	2.11	2.38	1.89	2.40	2.43	2.43
SD	0.59	0.74	0.71	0.81	0.80	0.80	0.78	0.77	0.76	0.80	0.74	0.80	0.83	0.84	0.84	0.83
Unratable	82	766	94	625	160	562	94	692	90	718	135	606	100	664	74	559

Note: Numbers from Score 1.0 to 4.0 are represented as percents.

* Numbers of participating students in other ethnic groups were so small that they are not included here.

Table 42. Michigan HSPT In Communication Arts: Writing Pilot
Holistic Score Distribution by Ethnicity* - Part 2

Score	Form															
	01C		02C		03C		04C		05		06C		07C		08C	
	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
1	13.3	5.8	7.5	9.5	8.8	7.6	26.5	7.3	14.3	10.4	3.4	7.7	10.0	6.8	8.9	9.0
1.5	0.0	5.8	5.0	5.6	5.0	7.1	8.8	4.7	2.9	7.1	6.9	4.0	10.0	4.7	1.8	5.4
2.0	46.7	25.0	35.0	30.1	26.2	25.9	26.5	28.8	31.4	28.5	41.4	34.5	34.0	26.2	37.5	26.6
2.5	20.0	15.7	7.5	16.5	16.2	16.7	17.6	18.1	25.7	14.7	19.5	12.4	16.0	14.7	16.1	17.1
3.0	13.3	30.6	35.0	25.9	23.8	26.7	8.8	27.1	14.3	23.7	21.8	29.4	18.0	31.2	35.7	27.5
3.5	6.7	10.6	2.5	7.1	11.2	9.8	5.9	7.0	5.7	8.9	4.6	8.2	4.0	9.4	0.0	8.9
4.0	0.0	6.6	7.5	5.3	8.8	6.2	5.9	7.1	5.7	6.8	2.3	3.7	8.0	7.0	0.0	5.4
N	15	709	40	788	80	645	34	903	35	666	87	571	50	660	56	608
Mean	2.20	2.59	2.47	2.43	2.55	2.51	2.07	2.51	2.31	2.44	2.36	2.46	2.33	2.57	2.34	2.48
SD	0.68	0.76	0.78	0.77	0.83	0.78	0.90	0.76	0.80	0.82	0.62	0.73	0.81	0.77	0.62	0.78
Unratable	82	766	94	625	160	562	94	692	90	718	135	606	100	664	74	559

Note: Numbers from Score 1.0 to 4.0 are represented as percents.

* Numbers of participating students in other ethnic groups were so small that they are not included here.

Table 43. Michigan HSPT in Communication Arts: Writing Pilot
Holistic Score Distribution by Ethnicity* - Part 3

Score	Form															
	01C		02C		03C		04C		05C		06C		07C		08C	
	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W
1	0.0	4.2	2.5	6.1	7.5	5.7	20.6	6.6	5.7	9.2	5.7	5.8	22.0	7.7	8.9	8.1
1.5	0.0	4.9	7.5	5.8	12.5	5.6	5.9	5.1	11.4	3.5	10.3	3.9	6.0	4.4	7.1	5.3
2.0	40.0	17.9	35.0	20.2	27.5	21.2	35.3	22.0	20.0	24.8	27.6	19.4	18.0	20.9	28.6	19.4
2.5	26.7	17.2	5.0	17.8	13.8	16.7	20.6	13.7	25.7	14.6	12.6	16.8	26.0	17.0	21.4	19.6
3.0	33.3	31.3	30.0	31.3	16.2	33.3	8.8	32.9	20.0	31.4	35.6	32.7	20.0	31.4	23.2	28.9
3.5	0.0	13.8	12.5	11.5	13.8	10.4	5.9	12.6	11.4	10.7	6.9	13.3	6.0	10.8	5.4	10.9
4.0	0.0	10.6	7.5	7.2	8.8	7.0	2.9	7.0	5.7	6.0	1.1	8.1	2.0	7.9	5.4	7.9
N	15	709	40	788	80	645	34	903	35	666	87	571	50	660	56	608
Mean	2.47	2.75	2.60	2.63	2.47	2.63	2.10	2.63	2.50	2.56	2.44	2.70	2.21	2.62	2.40	2.60
SD	0.44	0.76	0.77	0.77	0.86	0.75	0.79	0.78	0.78	0.79	0.70	0.76	0.83	0.79	0.76	0.79
Unratable	82	766	94	625	160	562	94	692	90	718	135	606	100	664	74	559

Note: Numbers from Score 1.0 to 4.0 are represented as percents.

* Numbers of participating students in other ethnic groups were so small that they are not included here.

COMMUNICATION ARTS: WRITING Student Survey

Directions: Listed below are questions about the writing and classroom instruction that may occur in students' school experiences. The Michigan Department of Education is interested in finding out how **often** your school experience has included the following by the end of tenth grade.

Please read each question carefully, and answer it the **BEST** that you can. For each question, choose one of the answers from the scale below.

Never A

Very Little B

Some C

A Lot D

Mark your answer in the row on the answer sheet whose number corresponds with the number of the question you are answering.

Example:

By the end of the tenth grade, how often did your school experience include:

1. talking to a classmate about your writing?

If "some" were your best answer, you would fill in the circle labeled "C" in row "1" on your answer sheet.

By the end of tenth grade, how often did your school experience include:

Kinds of Writing

1. writing journals/logs?
2. writing personal narratives?
3. informal writing in response to a questions, an idea, or something you've read or learned?
4. informative writing to communicate ideas or information in a letter, lab report, summary...?
5. writing essays that raise or answer questions, take a position, interpret, draw conclusions, problem-solve?
6. writing fiction or plays?
7. writing poetry?

Writing Processes

8. prewriting (brainstorming, gathering information, planning...)?
9. drafting (getting ideas down in preliminary form)?
10. revising (taking another look at your writing, adding, deleting, rearranging, rethinking, rewriting...)?
11. editing/proofreading (polishing, correcting spelling and mechanical errors...)?

Working to Improve these Components of Writing

12. writing content and ideas?
13. organizing ideas?
14. writing style (your sentence structure, word choice, and voice as a writer)?
15. writing conventions (grammatical usage, capitalization, punctuation, spelling, paragraphing...)?

Writing in Your School

16. writing about a topic or theme?
17. writing to explain how you write or how you wrote a particular paper?
18. writing in classes other than English (social studies, science...)?

Thank You Very Much!

Appendix D

Table 45. Student Survey Response Means in Writing
 ("*" More than 10% of students responded "never.")
 0 = Never, 1 = Very Little, 2 = Some, 3 = A Lot

By the end of tenth grade, how often did your school experience include:

<u>Number</u>	<u>Statement</u>	<u>Mean</u>
17*	writing to explain how you write or how you wrote a particular paper	.99
6*	writing fiction or plays?	1.11
7*	writing poetry?	1.28
2*	writing personal narratives?	1.39
1*	writing journals/logs?	1.70
12	writing content and ideas?	1.76
18	writing in classes other than English (social studies, science...?)	1.89
14	writing style (your sentence structure, word choice, and voice as a writer)?	1.90
13	organizing ideas?	1.90
5	writing essays that raise or answer questions, take a position, interpret, draw conclusions, problem-solve?	1.99
9	drafting (getting ideas down in preliminary form)?	2.02
4	informative writing to communicate ideas or information in a letter, lab report, summary...?	2.06
15	writing conventions (grammatical usage, capitalization, punctuation, spelling, paragraphing...)?	2.10
3	informal writing in response to a question, an idea, or something you've read or learned?	2.21
8	prewriting (brainstorming, gathering information, planning...)?	2.25
16	writing about a topic or theme?	2.34
10	revising (taking another look at your writing, adding, deleting, rearranging, rethinking, rewriting...)?	2.36
11	editing/proofreading (polishing, correcting spelling and mechanical errors...)?	2.40

Table 47. Teacher Survey - Communication Arts: Writing

Statements with $\geq 20\%$ Schools Responding NT

(N=245)

<u>Statement</u>	<u>% of Schools Responding NT</u>
7	41%
18	41%

7. Types of writing (Genre): Writing plays

18. Writing in your schools: Writing to explain how they write or how they wrote a particular paper.

Statements with $\geq 50\%$ Schools Responding NSI

In writing, there were no statements to which more than 50% of the schools responded "Not Sufficient Instruction" (NSI). The statement that received the highest percentage (32%) of schools choosing the NSI response was statement number 24 which referred to Paper z under E of the Teacher Survey.

Part E asked teachers to read four student papers and circle the grade in which students at their school would have had sufficient instruction for the level of proficiency demonstrated in the paper. Of the four papers, Paper Z was the final and most complex paper.

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